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Crisis or renewal: higher education in the 1980s

The wrong side of the binary tracks

To move from the universities to the polytechnics and other colleges, to cross the binary chasm, is to move from a world of (comparative) orthodoxy to one of absolute heterodoxy. Although there are substantial differences of emphasis between the natural sciences with their austere theoretical, and so perhaps neutral, preoccupations and the social and human sciences which are inevitably more culture-bound in their definition of knowledge, there is general agreement that universities are about the life of the mind.

Of course, attempts to tease out that rather clunkish phrase immediately run into trouble: what room is there for active and engaged intellectual activity alongside the more traditional reflective academic variety? There are many similarly difficult questions of definition which in turn provoke even more difficult questions about the relationship between any intellectual activity and the society and individuals which are its context.

But at least for the purpose of this discussion these questions can be ducked by saying simply that the overwhelming majority of university teachers, feel, believe, and behave as if they are engaged in a shared and harmonious activity with deeply common values and self-evident goals. From this conviction of the value of disengagement, or at any rate autonomous, intellectual activity, grow practical assumptions about the autonomy of the universities, within them a non-corporatist academic community, and the academic freedom of the individual - in short the whole environment of the university.

With the polytechnics and colleges, the same easy assumption about common purposes cannot be made. Of course, a substantial number of those who teach in these institutions see their intellectual responsibilities in terms that are analogous to those of their colleagues in universities (although in a more modern and down-to-earth context, they would tend to argue). But there are many others who are engaged in tasks with no academic or even intellectual pretensions. They make no claim, and express no desire, to be involved in a process of critical inquiry, not one at any rate which requires the "distance" between themselves and society provided by traditional barriers of academic freedom. They have a "trading" not a platonic relationship with the world beyond the campus.

There are various intermediate groups which are perhaps in a process of shifting from the latter to the former style of higher education, a shift that is often shallowly described as "academic drift". There are even people in polytechnics, presumably perhaps in some fine art departments, who see their role not just in intellectual terms but also and more, in aesthetic and so moral terms, as the core of conscience in a mechanistic world. Not many people in universities today go as far as that. The rise of academicism has encouraged an often amoral approach to intellectual responsibility.

There have, of course, been attempts to produce some overarching philosophy of polytechnic education which tries to capture all this heterodoxy in a common gravity and to apply it to a common principle (attempts that go back, far beyond Crosland, through Lunacharsky, to Owen). These attempts have tended to emphasize the aspect of "doing" of application of capability. To suggest that they have largely failed is not to say that they have not been, and do not remain, a valuable element in the

necessary discourse about the future purposes of higher education. But it has always been difficult to make a sensible distinction between the creation and the application of knowledge, or between the capacity for creative reflection and the practical capability of the individual. Too often at both a conceptual and concrete level the processes of creation and application are so closely entwined that they cannot be safely separated. Perhaps in the end the only adequate "polytechnic" philosophy for higher education is no philosophy at all - to come to terms with the inevitable and perhaps enriching heterodoxy of intellectual activity once it has escaped from the gravity of the university.

However, such a conclusion makes it especially difficult to say anything very sensible about the particular condition of the polytechnics and the colleges in terms of higher education's *longue durée*. After all, a lot of what I wrote about the universities last week could easily be applied to them also. In this context, the binary line often becomes almost invisible. On the other hand, one is inevitably forced to approach the polytechnics through the binary policy, a bureaucratic construction and an essentially negative definition. It cannot really be avoided. They are all polytechnics because they are not universities, after all.

That simple phrase goes to the heart of the ambivalence of the binary policy, which was both a liberal policy in the sense that it immensurably raised the academic status of the leading further education colleges and a restrictive policy in the sense that it set clear and explicit limits on the comprehensiveness of the university tradition. In the context of the depths rather than the surface currents of the development of higher education in Britain, this second aspect is especially important.

However, to allow the cynicism in the binary policy to overwhelm the altruism is wrong. Radicalism and conservatism can coexist in uneasy association. With the creation of the polytechnics (and the less noticed readjustment of the status of teacher education) it was the full intention of some and the part-intention of all to create an alternative to university education that was certainly self-standing and might possibly be more relevant and popular, and to place this alternative squarely in the mainstream of British higher education not in its peripheral eddies. This is the context in which today's polytechnics and colleges must be not so much judged, but simply described.

Three broad assertions are made about the binary policy: that it has been a conspicuous success, notably adding to the diversity of higher education; that it has been a conspicuous failure, confirming and even intensifying an antiquated hierarchy of institutions by consigning the remorseless and ceaseless decapitation of (popular) further education to feed (elitist) higher education; the only difference being that the promoted colleges have not been allowed full membership of the university club; and that it has never seriously been tried because no sustained positive discrimination in favour of the polytechnics and colleges has taken place, at any rate on a scale adequate to compensate for past inequality.

The trouble is that all three assertions are both true and false. The first is true in an important and abiding sense. Not only have the polytechnics been extraordinarily successful institutions, to such an extent that even at the crudest

and most popular levels of society, they are no longer thought of as synonymous with higher education. The quantitative expansion of student numbers in the polytechnics has been one of the success stories of the 1970s. But their success is as much one of quality as of numbers. Large areas of intellectual activity, whether new or para-professional subjects or the forms in which they are studied, have been substantially upgraded as a result of the development of the polytechnics and other colleges, and in particular because of the work of the CNA. This is not only an absolute academic gain but an important extension of our idea of the scope of higher education.

Sadly, the second assertion also has elements of truth. Academic drift is a complex phenomenon, reflecting as much as a rather snobbish disdain at the intellectual level of some subjects which are regarded as beneath the academic salt, as more legitimate concern about over-academic (or even pseudo-academic) approaches to practical and down-to-earth subjects. On balance, most of what is castigated as "academic drift" is necessary and perhaps overdue upgrading of academic standards. However, there does remain an occasional tendency to ape the preoccupations of a rather special kind of university education in an alien environment. More important, perhaps, is the occasional disjunction between the content of some courses and the structure which academic convention may oblige them to adopt. The honours degree has remained, perhaps surprisingly, the predominant model even in the non-university half of higher education. Correct form is clearly a deep-rooted British characteristic.

Then there is the abiding evidence of the arbitrariness of the binary division. Who is in one sector and who is in another is almost a matter of accident, at least across a wide borderland. The present pattern is very much the result of a rather panicky and also rather belated attempt to restrict the potentially explosive growth of the university (= elite?) sector. This arbitrariness not only makes it virtually impossible to suggest an overarching "polytechnic" philosophy of higher education that will actually stand up, but also creates the almost insoluble problems of national direction, local accountability, efficient management and so on which bedevil the polytechnics and colleges.

The third assertion - that the binary policy has never been seriously tried - begs too many questions about what was intended by this policy in the first place. There never was any clear suggestion that material standards in the colleges and polytechnics should be levelled up to match those in the universities. Indeed, it was probably always implicit that a more popular sector of higher education was necessarily a cheaper one as well. In any case, it is unwise to exaggerate the material differences between the two sectors, partly on the irrefutably practical grounds that staffing ratios are in most cases more "generous" in the polytechnics (although for historical reasons of little practical help to those institutions today), partly because public attention generated by the success of the polytechnics and colleges has reduced the once great distance between university and other forms of higher education.

This is perhaps one reason for the remarkable resilience of morale on the wrong side of the binary line. Universities, after all, have many number of golden-ages in the past to

look back to and regret. The polytechnics and colleges in a curiously symbolic way still look to their futures ahead, however squally the early 1980s are going to be. Another, perhaps even more important, reason is that the polytechnics (and to a lesser extent the colleges) inhabit a world of heterodoxy and orthodoxy. Although morale in disciplines affects morale in university lecturers alike, the two do not have such a strong feedback involvement in the life of the student and consequently that they must profoundly and adversely affect any devaluation of such a life.

Instead, the preoccupations of polytechnics are necessarily more diverse, reflecting their more heterogeneous quality. Many people wish them (and more still in the college with their often more platonic notions) are prey to the same gloom as their colleagues in the more homogeneous disciplines in universities. But many see themselves as engaged in an organic academic enterprise which they are joined by all their colleagues, but in a functional and mutual relationship with their disciplines beyond the campus. So the quality of such relationships is the key to their well-being - and so the morale. It would be going too far to suggest that while universities maintain a single overarching mission, polytechnics do a multitude of originally connected jobs, but are ultimately wrong to try to do the latter. Polytechnics have their eyes on many baskets, with important and surprising implications for their discipline.

Of course, the problem of sustaining intellectual creativity is acute, or perhaps more acute, in polytechnics as in the universities. Many ways, the margin for creativity is the tradition and the time to do research, for example, is tighter. The problem also exists in different forms. In the universities, it is often a matter of introducing new blood; in polytechnics, where competition is much more intense, the problem is how to stop it becoming sluggish. In the context of the active and more externally-directed intellectual pattern of work in the polytechnics, this problem above all opportunities for promotion to course leaderships, heads of departments and so on. The passive scholar is not a model of work well in a polytechnic environment.

The polytechnics have a lot to live with a lot of disdain from universities, little of it deserved. The way of the world, the college will have to put up with being cut from Government subsidies even less relation to any measure of their value or achievement. The parallel hostility which universities are having to endure is written off, the influence of the polytechnic experiment on the shape of all higher education will be mistaken. At a deeper level, the process of upgrading and the dismissal of academic outside the university is not only one of higher education but of what higher education is and what it should be. The polytechnics are a challenge to the academic knowledge. The polytechnics are a challenge to the university.

Peter
Laurie Taylor, whose name
mally appears on this
holiday.

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UGC will claw back £8m in mispaid grant

by John O'Leary

Grants totalling £8m were incorrectly allocated by the University Grants Committee in a readjustment of budgets which took place this April. Now 30 universities have been told to repay thousands of pounds over the coming year, while 12 others will receive windfall payments.

Vice chancellors were notified of the errors last week in a letter signed by Mr Geoffrey Cockerill, secretary of the UGC. A brief statement informed them that "the adjustments were subsequently found to have been incorrectly applied."

Some universities have already made angry telephone calls to the committee, protesting about the mistakes. One vice-chancellor said this week: "I have never seen such an abrupt admission of failure by any official organization. It undermines the credibility of their most recent allocation."

The errors occurred in the allocation of grants for the last four months of 1980-81, when expected amounts were reduced by an average of 2½ per cent to allow for high pay settlements and Government policy. They resulted from an incorrect assumption that each university received the same proportion of grant to fee and other income.

Mr Edwin Appleby, assistant secretary of the UGC, said that the mistakes would normally have been detected by the checking system. But pressure of work on the impending annual settlement prevented the final check from taking place. He stressed that there was no question of inaccuracy in the grants for 1981-2.

Aston University is the biggest loser, having been overpaid by £700,000 for the four months April to July. Instead of receiving the £5.75m remaining from its annual allocation, the university was told that it would get £6.2m for the period when the correct figure was £5.5m. Like the other 29 universities circularized last week, it will have its next five payments of grant reduced in order to pay off the excess amount.

Dr Frederick Gick, assistant registrar at Aston, said this week: "The letter came out of the blue. It will obviously cause us problems because although we did get a little bit more than we had expected, one never really knows how the UGC calculates these things. We made certain provisions at the end of last year for making use of the money, so we are left in some difficulty and it also makes us a little doubtful about other calculations."

Part of the money was put towards payment for early retirements made necessary by the subsequent UGC allocation. Although the committee has promised priority treatment for those suffering as a result of the mistakes in allocating money from its £20m reconstruction fund, Aston was already hoping for a large stake in this money.

Aston will lose by far the largest amount, but other universities will also have to repay hundreds of thousands of pounds. The amounts vary widely, the smallest being £3,000 overpaid to Manchester Business School.

The lion's share of the reallocation will go to London University, whose colleges will receive a total of £5m. Not surprisingly, London was the first institution to notify the UGC of the error in its allocation.

SSRC calls riots conference

by Paul Flather

The Social Science Research Council is to host a private conference for leading academics and senior civil servants to analyse the underlying causes of the riots that hit inner cities during the summer.

It will focus on four key subject areas linked to the riots: youth employment, policing and the law, multi-ethnic education and inner city policies. It will be held on September 21.

The conference marks a major step forward in the SSRC's new approach to establish gradually a direct help to policy-makers formulating long-term social strategies.

The SSRC has hosted private conferences before, particularly on energy, but never one so clearly linked to a controversial and pressing social issue. Further conferences aimed at

politicians could follow.

Special invitations to the conferences have already been accepted by senior civil servants at the Home Office, and the departments of education, health and social security, and the environment. Also invited are leading administrators and planners, and representatives from the SSRC's council and subject committees.

The SSRC's special unit on ethnic relations at Aston University will play a central role. Professor John Rex, head of the unit, and Mr Malcolm Cross, the unit's senior research officer, will both give papers. Both have made submissions to the Sarmar Inquiry into the Brixton riots.

A third paper on inner cities will be given by Professor Alan Little, professor of social administration at Goldsmith's College, London.

Commonwealth to discuss overseas students

Commonwealth prime ministers will discuss the vexed question of overseas students at their conference in Melbourne next month.

They will receive the report prepared over Easter by a consultative group of eminent academics and administrators from all over the Commonwealth. Among its recommendations was that fees for overseas students should be pitched at considerably less than full cost.

topic has reached the floor of the conference, although some leaders of developing nations are known to have lobbied Mrs Thatcher at the 1979 meeting in Lusaka. The fact that "student mobility" is now to appear on the official agenda is indicative of the degree of feeling generated by increasingly high fees in a number of countries.

The subject was a major issue at last year's conference of education ministers, whose recommendations



Lecturer goes flat out for art's sake

Part-time lecturer Neil Bally stands outside his London flat preparing to take out a second mortgage on which he is to finance his obsession - a political lunch with Mr. Dwyer Thomas, MP, and a member of the Commons Select Committee on Education and Mr. Andrew Faulds, Labour's arts spokesman.

Mr Bally's big break came at a political lunch with Mr. Dwyer Thomas, MP, and a member of the Commons Select Committee on Education and Mr. Andrew Faulds, Labour's arts spokesman.

Mr Thomas said the great British tradition for art to be taught by practising artists was being destroyed. "Mr Bally came along raw but like a breath of fresh air. Of course he has found it hard. But official structures get bogged down on issues like this," he said.

A mixture of persistence, bluntness, and standard lobbying has carried him through. Patrons now include Henry Moore, Anthony Carol and John Piper, and speakers include

to industry to sponsor what he sees as a crucial event.

He became concerned after 27 of his part-time colleagues at Wimbledon were suddenly faced with significant cuts in teaching hours. "I felt something had to be done and quickly before all part-time teaching was undermined. But few of us knew anything about political protest," he said.

He has been working on the conference since last February, but so far his appeals for cash have fallen on stony ground. He has now written

to industry to sponsor what he sees as a crucial event.

London colleges upset by cuts share-out

by Sandra Hempel

As the University of London this week published the breakdown of its £181m in grants for 1981/82 to its 16 colleges and 15 medical schools, the institutions are recovering from the shock of receiving sums that in many cases are lower than their worst fears.

A new method of presenting the figures in which special grants previously separated out are rolled up into one lump sum, together with the impact of factors such as inflation and numbers of overseas students, make the precise financial position for the coming year difficult to assess.

Rough calculations at King's College, however, which is to get £7,908,000, lead bursar Mr Miles Tempany to claim that the college has suffered a cut in hard cash of around £500,000 and to predict the loss of about 70 jobs at the college next year if the book are to balance in 1983/84.

"I cannot say that some of the jobs lost will not be academic," he said. "I have already cut the non-academic running of the college by around 25 per cent, including cleaning, portage and maintenance, until there is nothing left to cut. This grant is worse than my worst fears and it will make our deficit unbearable."

Bedford College, which is to get £4,086,000, claims to have suffered a 10 per cent cut in hard cash.

expected", said registrar Mr Les Turnbull. "I knew what the University of London's total grant was and had it been shared out on the same basis as in previous years the effect would not have been nearly so serious for us. The court has, however, been selective, and I suspect in favour of the large schools. We have adopted increasingly stringent economies for the past few years but we have now come to the end of any sensible paring and we must start to bite deep. I just do not know if this means cutting academic posts."

Queen Mary's award of £7,332,000 is a drop of around £1m on last year and was described as "disappointingly low" while the hard-pressed Chelsea College is getting £6,145,000 compared with £6.9m last year. "Everyone has been slaughtered", said Chelsea principal Dr John Phelps. "Our cut is worse than our predictions but I think it is survivable."

University College which, as one of the largest gets the second biggest share of £20,668,000, is in "an unpleasant situation", according to its secretary Mr John Tovell. "We were optimistic about the allocation we might receive, but optimism is not always justified. We are still working out just what our situation is and at the moment we do not know what contribution to expect from overseas students."

contd on page 3

Car safety team lose contracts

Members of a car safety research team at Birmingham University are to lose their jobs because the study is to change direction, according to their head of department.

The five members of the vehicle occupants injury team in the university's accident research unit have been told that their contracts will not be renewed when they expire at the end of this week.

Over the past three years the Department of Transport has provided £174,000 to cover the cost of salaries and overheads of the internationally-recognized research project which has spotlighted weaknesses in car safety equipment. The team's scientists say they are mystified by the decision to disband it.

Dr Geoff Lees, head of the department of transportation and environmental planning, which houses the unit, said that contracts were not being renewed for two reasons.

Firstly, it was university policy not to employ research staff for more than five or six years. This was so young researchers could be brought in to gain experience. This coincided with the department's wish to see the research of the accident research unit return to the mainstream of departmental activity. This involved looking at traffic management, environmental design, road markings and road surfacing materials.

"The team's work over the last two years has been dominated by the relevance of the motor vehicle in accidents. Very useful work has been done, a tribute to those involved, but the department also has a strong interest in highway engineering," Dr Lees said.

As a result of the university's decision not to renew old contracts, they would be negotiating new contracts for research to be done in other areas of road safety.

Members of an Open University research team whose grant has been withdrawn by the Department of Education and Science are to lose their jobs. The research team, in the educational studies faculty, say they intend to fight the university's decision to end their contracts in February following a bitter wrangle over the academic value of the research.

Professors defend religious studies

Professors of religious studies have accused the University Grants Committee of being amazingly shortsighted in calling for the closure of two departments when there is a pressing social need for the subject in multicultural Britain.

The professors and other religious studies lecturers have set up an ad hoc committee to defend the two threatened units at Leicester which has two full and four part-time staff, and at Sussex which has three staff posts.

They argue in a letter to *The Times* this week that to invite closure of two small departments will not save much money, and does not make sense in a today's Britain from a humane, cultural or academic perspective.

They also point out the UGC decisions follow hard on the heels of recent Government statements reaffirming the need for religious studies

Union YOP walkout averted

by David Jobbins

The possibility of withdrawal of TUC cooperation from a major part of the Youth Opportunities Programme recorded this week after behind-the-scenes negotiations involving the National Association of Teachers in Further and Higher Education and other unions.

Their intervention and the promise of closer liaison between the Manpower Services Commission and the TUC, staved off the direct threat of immediate opposition to the work experience programme after the TUC next month.

The hard line pursued by the Society of Civil and Public Servants was toned down at a composing meeting which also removed a threat from the Transport and General Workers' Union to restrict WEEP schemes to union-organized places of work.

Instead the TUC is now set to call for increased trade union control over YOPs in September. Only if

effective steps are not taken to tighten up on abuses including the use of young people on WEEP schemes as cheap labour would withdrawal of cooperation reappear on the agenda.

It was being suggested that if indications of abuse persist next autumn, it will be harder to ensure continued cooperation.

The MSC says that a further one in five places are rejected when investigations find they are unsatisfactory.

There were fears that the proposal by the TGWU to restrict WEEP schemes to unions shops would have had catastrophic effects, as about half the places would be eliminated.

The TUC is now likely to make clear its opposition to military training as a substitute for jobs, to support propositions from Youth Call and to make sure that WEEP schemes only take place with union agreement.

It will try to ensure that abuses particularly substitution are investi-

gated and eliminated.

Immediate TUC pressure on the University Grants Committee to protect engineering and science departments in the universities is to be sought at Congress early next month.

The Engineers' and Managers' Association has tabled an amendment attacking the cuts on departments in universities which it says have provided essential technological support for British industry.

"The urgent need to regenerate Britain's industrial base requires that such support should be increased rather than undermined," the EMA says. In addition to taking it: issue up with the UGC, the EMA wants the general council to campaign against "these unacceptable cuts".

In another amendment the Institution of Professional Civil Servants adds to the chorus of protests against cuts in science and technology departments of universities which have been developing a growing reputation in this field.

Poly offers students double science status

Science students will be qualified to both teach and work in industry if they complete a new course devised by Leicester Polytechnic.

The combined studies course, which begins in September, will allow students to get a BSc honours degree with teacher status in four years.

Students can also opt to defer or drop their commitment to teaching and complete a BSc honours degree in three years or in four years with a sandwich placement.

The polytechnic believes that the timing of this new opportunity could not have been better. There is a shortage of science teachers and increasing restrictions in undergraduate entry to teaching as well as marked reductions threatened in the Postgraduate Certificate of Education.

Professor J. Honey of the School of Education says the course is vital if 18 year olds who are not currently attracted by teaching because of reported high unemployment are to be persuaded that it may prove a worthwhile career.

"Basically we are trying to break out of the format whereby you do a BEd and you are virtually doomed to teach," Professor Honey said. The course is expected to recruit some 100 students of which it is hoped a large proportion will take education studies.

Professor Honey hopes that other institutions will consider similar courses and says that the polytechnic's course will prepare intending teachers much better for the classroom than current POCIE courses.

The latest information from Midlands Polytechnic on the destination of its BEd students however, shows that the qualification is gaining in recognition as a passport to employment other than teaching.

Out of some 75 students who completed a three to four year BEd course last summer, at least seven 15-20 per cent obtained posts in areas such as hospital administration, personnel work, hotel administration, local Government and community and youth work. There are still some places on BEd courses for starts this September.

News in brief

£1m more for UN University

The Government has made its contribution of £1m out of a total of £5m pledged to the United Nations University, the international centre of academic research which opened over nearly 60 countries. The UNU which has its headquarters in Tokyo has now received \$12.5m out of \$14.4m total that was voted as operating fund when it was set up.

Aid for handicapped

An educational aid for handicapped children which uses a microcomputer linked to a television screen has been developed by researchers at the University of Manchester Institute of Science and Technology. The aim is to help children who cannot speak or write although they may be highly intelligent. A £17,000 grant from the Nuffield Foundation will finance the work for the next two years.

Council takeover

The specialist skills and style of work employed by the Technical Education and Training Organization in Overseas Countries will be maintained under the British Council. TETOC's last annual report as an independent body says. More than 300 sponsored trainees from developing countries received practical training within British industry during 1980-81 as a result of placements arranged by TETOC. The organization's staff of 50 and £1m budget has now been passed from the direct control of the Overseas Development Administration to the British Council.

Princely sum

Crown Prince Hassan of Jordan has donated £1,000 towards the purchase of Sheffield University's world photographic archive for archiving in the Middle East. Dr David Kennedy, a lecturer in the Department of Ancient History and Classical Archaeology, who established the archive, has bought about 1,000 photographs and placed orders for a further 300 as a first step towards bringing together a large collection for use by scholars.

Teach yourself...

Teachers are to be encouraged to improve their teaching through self-contained packs of resource materials, the first of which will be published next month by the Open University's In-Service Education for Teachers section. This pack - *Classroom in action: a classroom observation pack* - has been developed from an existing course on the use of TV programmes and reports to TV programme. Others, such as *Classroom in action: a classroom observation pack* - has been developed from an existing course on the use of TV programmes and reports to TV programme. Others, such as *Classroom in action: a classroom observation pack* - has been developed from an existing course on the use of TV programmes and reports to TV programme.

Ninth meeting

More than 500 experts from about 20 countries attended the ninth annual meeting of the International Epidemiological Association at Edinburgh University this week. Among the topics examined at the conference were smoking, alcohol consumption, hypertension and the effects of epidemiological research.

Seminar for blind

Scotland's first seminar for blind and partially sighted students will take place next week at Strathclyde University. Outreach 81 will provide advice on using libraries, improving examination techniques, social life and higher education and welfare services.

A level results are better than ever

by Sandra Hempel

As the UCCA's clearing system goes into full swing this week, a marked rise in the quality of applicants means that some universities will be making even less use of the clearing house than they had planned.

The pressure on universities to cut student numbers already pointed to fewer places on offer through the clearing house than in previous years.

The UCCA itself is still in the throes of matching disappointed and late-entry candidates with spare places but plans to issue a statement on the exercise next week.

Meanwhile Sussex University is reporting extremely high quality candidates. The university's average points requirement has been going up steadily over the past few years but this year it was turning away applicants with very high qualifications. Some students with two Bs and one D failed to get a place to study electronics, for example, and Sussex expects to make even less use of clearing than usual.

"In the past we have sometimes declared a number of places on clearing and then taken perhaps half that number of students to fill any of those places," said a spokeswoman.

"This year we are being much more precise about declaring only specific vacancies. We have, however, filled most courses with candidates who have met the conditions of their offers."

Cardiff University is only going to clearing with a few places, mostly in science. "The high quality of applicants was very noticeable," according to admissions tutor Mr Ernest Har-

ris. "Whether it is because the overall quality was up or whether good people happened to apply to Cardiff this year we do not know."

At Sheffield most arts, social science and law courses are full with a few places on offer in physics and chemistry. "Even those which have gone to clearing are asking for higher A level scores than in the past", said a spokesman.

Exeter is offering far fewer places to clearing this year with only 10 in chemistry and sociology, for example, and five in Russian and geology. "We have been much more open-ended in the past and gone in to see what is available," said admissions tutor Peter Lee. "If quality candidates were around we have tried to accommodate them but we cannot do this now."

At Keele where applications were up by 20 per cent, around 50 places are going to clearing, about half those on offer last year. "We shall only be going to clearing with shortage subjects such as classics and physical sciences", said senior tutor Dr David Cohen. "We have around 320 different combinations of combined honours courses and half of these will not have any spare places."

Reading University is not going to clearing with arts or social science subjects but, as it has been asked by the University Grants Committee to increase numbers in physical sciences, it has gone to clearing for "whatever we can get at our normal grades" in physics, chemistry and mechanical engineering, although electrical engineering is full, according to a spokesman.

'Best in the field' face axe

Courses which the University Grants Committee has earmarked for closure or a substantial reduction in student numbers are among those considered the best in their field by lecturers at other universities and colleges.

This emerged this week, with the publication of *Degree Course Offers 1981-82*, an annual handbook providing detailed information on entry levels required to degree courses throughout the UK. For the first time, this year's edition lists the "best" universities and polytechnics for particular courses.

Mr Brian Heap, the careers teacher who compiles the book, simply asked staff to recommend institutions other than their own providing particularly interesting courses in their subjects.

A 'Lifeline' for youth proposed by Tories

Radical proposals for a national training programme to guarantee every school leaver two years of work, education and training will be put to the Government and Manpower Services Commission by a group of Conservative MPs next month.

Basically it is a response to the MSC's consultative document the *New Training Initiative* and is now being finalized following consultations with the education sector, trade unions and other organisations. It is known to have the support of Mr Jim Prior, Secretary of State for Employment.

The MPs propose that young people would spend the first six months after leaving school with a firm, a local authority, or voluntary orga-

Euro-lobby over part-timers' fees

by Charlotte Barry

A busload of students and a union representative from Birkbeck College, London, is to lobby Euro-MPs in Strasbourg next month over fears of a huge rise in part-time university fees.

The alliance of students and campus unions is still concerned about the effects of new rules on part-time fees in spite of assurances from the University Grants Committee.

The UGC claims new regulations contained in its letter sent to all universities in early July have been misinterpreted. It clearly recommended that universities should charge part-time fees at a rate that was half the full-time equivalent.

Now Birkbeck is pointing out that most of its part-time students finish a standard three-year undergraduate course in only four years. Using the UGC equation, these undergraduate students would have to pay fees of £337 - an increase of more than 300 per cent.

Mr Dave Guttman, Birkbeck's student president said: "Clearly the UGC has failed to grasp how intensive a part-time course can be. The figures quoted would mean crippling fees for Birkbeck students."

Birkbeck governors have already decided to raise fees for undergraduates to part-time students from £97 to £160 next year and from a range of £137 to £142 for postgraduates to £250.

The London University court has told the college that it can continue to impose interim part-time fee levels until 1984/85 to allow breathing space. After that the new UGC regulations must be brought into force.

The lobby of students and union representatives will be met in Strasbourg on September 14 by Labour and Co-op Euro-MP Brian Key (South Yorkshire) who is organising meetings there on the fee rises.

Mr Key a former careers and education adviser said this week: "I am very distressed about the new part-time fee levels. Put together with other problems it will make it even more difficult now for people to have either a second or third chance to enter higher education."

AUT resignation averted

The Association of University Teachers intends to remain on the Government's advisory committee on teacher training to fight for a reversal of its recommendations on teacher training cuts.

The Advisory Committee for the Supply and Education of Teachers in its final interim advice to the Secretary of State for Education, Mr Mark Carlisle, recommended an immediate emergency cut of 25 per cent in the Postgraduate Certificate of Education for 1982 and a 10 per cent cut on all initial teacher training for the long term.

Professional William Wallace of Glasgow University, the AUT nominee on the committee, had considered resigning following the committee's refusal to officially include his dissenting views under the committee's terms of reference.

Professor Wallace intends to remain on the committee to push for a reversal of the cuts in 1983-84 and press for the maintenance of an adequate supply of teachers for the 1980s and 1990s.

In a letter to Mr Carlisle, he says that ACSET's job is not just to suggest how teacher supply and education can be adjusted to financial cuts, but to advise on the development and implementation of a national policy on teachers.

"The committee was urged to take a constructive approach which it does not seem to have done", Professor Wallace says. "ACSET was also asked to advise on staffing provision within schools but this was barely mentioned in the report."

Teacher training facilities should be mentioned to support a longer initial training of four years for the BEd and two years for the PGCE, says Professor Wallace. The pupil teacher ratio should be allowed to improve to make possible a more satisfactory induction training and widespread in-service education.

Improving the abilities and aptitudes of teachers and reducing the pressure on them would also help to obviate a number of social problems among school-leavers which cost much more to solve after the event, he says.

Labour history society appeal

After resisting the current recession for years, the Society for the Study of Labour History, whose alumni include Eric Hobsbawm, Edward Thompson and Asa Briggs, has succumbed to financial realities, and doubled its £3 annual subscription fee.

The society has always resisted increasing its subscriptions on the grounds that its prime supporters, members of the labour movement and students, never had much money to spend.

Bulletin number 42 includes an appeal to all members for donations to help the society's bank account, and next week a special finance committee will hold its first meeting to discuss ways of restructuring the society's finances.

Its problems appear modest but in the society's terms amount to a financial crisis. It has about 1,000 subscribers who used to pay £3 a year to receive two bulletins and details of conferences. It has just paid £2,500 for 1,400 copies of the last bulletin, clearing its bank balance.

The 21-year-old society never runs an overdraft. Using the old principle of the balanced budget it simply postpones publication of the next bulletin until it can afford the print bill. Issue 42 should have been with the typesetters in February, instead it went in May.

Mr John Halstead, co-editor of the bulletin and a past treasurer, feels membership had probably been too low too long.

The finance committee has no clear plan for the future, but may consider options to raise a lump sum which will generate a regular income or charge higher rates to subscriptions.

The latest bulletin has items on food riots in 1867 in the West Country, the fight for the release of public records, and the poor law. Donations to the treasurer, Society for the Study of Labour History, The Northern College, Wentworth, Castle, Stanborough, near Barnsley, South Yorkshire.



A first edition of *Instauratio Magna*, in which Francis Bacon set out his imperial approach to scientific learning, is to be on display at a British Library exhibition during the British Library at York next week.

Exam failures offered help

The Polytechnic of Central London is preparing to run a remedial course for students who suffered a severe failure rate on a higher national diploma computer studies course, according to student union sources.

Only 12 of the 45 students on the course emerged with a clear pass, and the student union has complained to the polytechnic's rector, Dr Colin Adamson, that inadequate teaching was to blame.

Dr Adamson is to hold discussions with staff connected with the course and the examinations next week.

By Tories

ches, the Training Services Division and the Special Programmes Division into one national organization.

Basically it is a response to the MSC's consultative document the *New Training Initiative* and is now being finalized following consultations with the education sector, trade unions and other organisations. It is known to have the support of Mr Jim Prior, Secretary of State for Employment.

The MPs propose that young people would spend the first six months after leaving school with a firm, a local authority, or voluntary orga-

College union leader contests TUC seat

The general secretary of the college lecturers' union, Mr Peter Dawson, is to fight for a seat on the TUC general council.

Six nominees are chasing the five seats allocated to public sector employees following the decision of the general secretary of the Fire Brigades Union, Mr Terry Parry, to retire.

Among the existing members seeking re-election is the general secretary of the National Union of Teachers, Mr Fred Jarvis. The other newcomer is Mr Ken Cameron, Mr Parry's successor in the FBUI.

The last time the National Association of Teachers in Further and Higher Education contested the election was in 1978, when the then general secretary, the late Mr Stan Broadbridge stood unsuccessfully.

He had also stood for election in 1977, and was narrowly beaten to an extra seat for public employees' unions by Mr Albert Spanswick, general secretary of the Confederation of Health Service Employees.

That year there were eight candidates for five seats. Mr Spanswick was elected with 6,126,000 votes, and Mr Broadbridge came sixth with 4,115,000. Next was Mr Terry Casey of the National Association of Schoolmasters with 1,835,000.

In 1978 there were seven candidates, with all the sitting general council members re-elected. Mr Spanswick's vote rose to 7,638,000, while Mr Broadbridge's fell to 3,270,000 and Mr Casey's to 1,685,000.

by Peter David

The hard-selling techniques of Madison Avenue are being exploited by polytechnics and colleges this year in a frenzy of last minute advertising designed to lure wavering school-leavers onto degree courses.

Public sector colleges, which do not have a centralized student application system like the universities, have spent tens of thousands of pounds in recent weeks on competitive advertising. Daily newspapers have sported a dazzling spectrum of slogans ranging from the sick through the merely persuasive to the downright bizarre.

Academic success is only a tele-

Have you ever wished you were better informed?

phone call away, say some of the more entrepreneurial colleges. "College place problems?" asks Liverpool Institute of Higher Education. "No problem - when you get on the hotline, simply ring the 24-hour hotline service of the Liverpool Institute of Higher Education and you could be assured of a place on a BA or BEd course within 48 hours, including the interview."

"Go West!" says Plymouth Polytechnic, "for more than the scenery... and beaches... the moors... the weather... the sailing... North East London Polytechnic, 'the polytechnic of the eighties' does

not promise such bucolic vistas, but describes itself as a vocational institution offering 'higher education with an eye to a job'."

The advertisement for Bradford College has a more topical flavour. "Now's the time to look to the future of three: menacing adolescents, unaccounted for, a dilapidated inner city terrace."

"For too long our colleges and universities have about themselves off to one side. Now Bradford College specializes in preparing students to get back into the heart of our cities to

help solve our multicultural inner city problems... Bradford College, tackling the problems of tomorrow."

Wolverhampton Polytechnic promises hostel places to every applicant who definitely accepts a place at the college one week before the start of the course. West Sussex Institute says it is "a few degrees friendlier".

But the most bizarre advertisement must be the one with the thick bubble saying "Think poly... think Hull College" which is not, of course, a polytechnic but, according to the text, has all the advantages of one.

Science courses criticized

by Sandra Hempel

Too little attention is paid to A level and H grade science courses when the content and approach of degree and diploma courses are planned, the Association for Science Education says in its policy statement, *Education through Science*, published this week.

A more radical approach to increasing educational opportunity will only come about if schools and higher and further education establish a more creative and co-operative partnership, the association claims. It calls on teachers in higher education to review their entrance procedures and assumptions and on admissions tutors to become more aware of the rationale and content of school science education programmes.

Not only was there a case for a wider range of non-research oriented courses but benefits could accrue to the traditional A level and H grade students if greater account were taken of the content of A level courses in designing first-year degree and diploma courses.

The association is calling for discussions with representatives from higher and further education on the transition arrangements between schools and tertiary education.

"This greater level of articulation between schools and tertiary institutions should not be confused with current pressures to resolve teaching and learning problems in higher education by creating common core syllabuses at A level," the statement says.

On education for 16-19 year olds, the association is not convinced that the present two/three A level examination system is adaptable to changing educational needs.

"Given acceptance of our recommendations for curricular reform during the period of compulsory education, we see it as inevitable that, in the long-term, 16-19 education in schools and colleges will have to be fundamentally reviewed."

The association calls on local education authorities and employers to monitor the new approaches to further level science studies including CEE courses, vocational and vocational courses, City and Guilds and courses linked to TEC and BEC.

In the short term it says schools, colleges and examination boards should undertake a full-scale review of all A level syllabuses, distinct from the core syllabus exercise, in the light of the emerging criteria for

the common examination system at 16+; develop new A level science courses to appeal to those who do not wish to specialize in biology, chemistry and physics - this could include courses in the history and social studies of science, science and its applications and further developments in fields like physical, engineering and environmental science - and develop new approaches to the teaching of biology, chemistry and physics at A level for students who had not done O level or equivalent.

The association says that industry, commerce and higher education should accept the need for a more flexible, diverse and broader approach to 16-19s. The association supports a provision for students to extend their knowledge and experience of science and technology with courses that are not solely concerned with traditional academic values.

"Thus we hope that employers and higher education will welcome properly resourced and taught advanced courses in science education with labels other than biology, chemistry and physics in much the same way as those institutions began to accept as legitimate subjects other than Latin, Greek or natural philosophy."

Scots college unions plan action to save jobs

by David Jobbins

The threat of industrial action by lecturers is adding to the chaos in Lothian's further education colleges.

The executives of Scotland's two further education college lecturers' unions have both decided to press on with plans for sanctions against the Labour controlled regional council unless it reinstates 400 staff who lost their jobs when their temporary contracts were not renewed.

Mr David Semple, Lothian's director of education, said that students would have been turned away from the six further education colleges in the region even if the moratorium had not been imposed.

"The moratorium has merely exacerbated the position we were in," he said. But there was additional disruption as colleges were forced to recast the courses they had intended to provide. "There is a limitation on what we had intended to provide, but the hope that we will be able to alleviate that to a very large extent," he added.

The moratorium is part of a £15m economy package imposed by the council in response to Scottish Secretary Mr George Younger's demand for savings of £30m.

In the face of threats of industrial action the council is to meet next Tuesday when it is widely expected to lift the moratorium.

Mr Semple said: "A considerable amount of time is being devoted to attempting to restructure the programme of courses we had intended

to provide. In the added uncertainty of next week's meeting and the possibility of switching again, there is the difficulty of not going too far in recasting, in the hope that it will be necessary to reverse the process."

Leaders of the two lecturers' unions affected by the policy met last week to draw up plans of action.

The executive of the Further Education Lecturers' national union, the Educational Institute of Scotland, called for a one day strike unless the sacked staff are reinstated. It also called for a no cover response where lecturers had not been reinstated, a withdrawal of cooperation with management, and a complete strike ballot in Lothian.

The Scottish Further Education Association, which last week warned that courses would be damaged, might not even run, because of lack of specialized part-time staff also advised its members in Lothian not to cover, and to work with the contracts.

Members should resist transfer and ought not exceed agreed contact hours, the union's executive added.

General Secretary Mr David Mann said the union was writing to Mr Younger suggesting that Lothian should be granted temporary borrowing powers to help it through immediate cash flow crisis, and to the leaders of the political groups on the council asking for concerted efforts to lift the moratorium.

Ugandan banks come to aid of stranded students' debts

by John O'Leary

An agreement has been reached between the Ugandan government and banks aimed at preventing a repetition of this year's financial crisis, which left hundreds of students stranded in Britain.

Universities and local authorities are still owed thousands of pounds for fees and accommodation which Ugandan students have been unable to pay because of a freeze on foreign currency. The Minister of Education, on a visit to London earlier in the year, promised that bills would be paid but a number remain outstanding.

Now Ugandan students have been told that a new procedure has been agreed which will safeguard their funds abroad. They will be required to register with High Commissioners and satisfy them that their academic progress has been satisfactory, and in return, fees will be paid direct to the institutions involved.

A circular to all Ugandan students in Britain and the Republic of Ireland says: "This procedure is aimed

at assisting students to have their funds transferred from Uganda to the minimum of inconvenience at the same time the country will like to ensure that the hard-earned foreign currency will be used for the purpose it was meant for."

The circular followed representations made in London by the United Kingdom Council for Overseas Student Affairs, particularly on behalf of privately-funded students, who appeared to have the most difficulty in obtaining money from Uganda. It was designed to minimize any damage to those who feared that they would be refused permission to register for courses again while bills remain unpaid.

A number of students were made homeless by the Africa Education Trust to enable them to continue their studies when the supply of their own exchange from Kampala dried up completely. Some are unlikely to benefit from the new arrangements because, having left during Uganda Amin's regime, they consider themselves refugees and would not approach the High Commission.

Pilot course for designers

The Technician Education Council is launching the first of a series of pilot courses designed to meet industry need for technician designers.

The courses begin next month at eight institutions and involve design work with assignments and projects. They are to be run at Birkbeck, Huddersfield, Leicester, Newcastle, Preston, South Bank and Trent Polytechnics and Derby College.

Devised by TEC's engineering design committee which has also sought to expand the drawing and design content of existing technician programmes, the courses will have an initial approval period of three years and will lead to a TEC Higher Certificate.

"We believe these courses will be ideal to meet industry's need for technician designers because they will provide students with basic engineering knowledge, practical experience, imaginative and creative skills, all in conjunction with good draughting ability," TEC says.

North American news

'Fewer students' call at Princeton

from Olga Wojtas

WASHINGTON

The number of PhD students urgently needs to be reduced throughout American universities as attempts are also made to maintain the quality of postgraduate education, according to Dr William Bowen, president of Princeton University.

In his annual report, Dr Bowen says the quality of postgraduate courses is arguably the most serious issue of educational policy facing the universities.

Opportunities for academic employment are declining dramatically, while postgraduates are faced with rising costs and reduced financial aid, threatening the continuity of scholarship in many fields, Dr Bowen states.

He adds: "Paradoxically, American universities are likely to award too many PhD degrees in the arts and sciences relative to job opportunities over the next 15 years, while at the same time failing to educate and place enough truly outstanding individuals."

Policy, Dr Bowen suggests, must be to avoid stimulating too large a quantitative interest in postgraduate study, while not discouraging a qualitative interest.

Dr Bowen predicts there will be no major improvement in academic employment until the late 1990s. American higher education expanded rapidly in the 1950s and 1960s, and the majority of staff members are relatively young. Congress has also just passed the compulsory retirement age from 65 to 70.

Vacant posts will increasingly be frozen as a result of falling rolls. While enrolment at two-year colleges is likely to decrease less than at four-year institutions, job prospects are bleak as these colleges have often seemed reluctant to hire postgraduates, seeing them as overqualified.

and with less interest in teaching than research.

In some fields, such as chemical engineering, the reverse is the case. Dr Bowen admits, with the number of PhDs falling far short of academic and industrial demand.

But this poses a serious threat to teaching and research, as undergraduate engineering students are offered attractive and highly paid jobs in industry, resulting in a loss of talented postgraduates.

In other scientific areas, such as mathematical physics, however, or in the arts, the situation is grim. "The announcement of a single one year position in English or History will elicit several hundred applications from desperate job seekers," Dr Bowen says.

Statistics show a reasonable number of placements in arts and social sciences, but Dr Bowen warns that they ignore "the fact that many of those students who are 'placed' have secured only temporary, part-time or fill-in positions, and will be back in the market again next year, competing for positions with all the new PhDs then emerging from the graduate schools."

Dr Bowen also notes that the number of Federal fellowships has fallen sharply; the National Science Foundation, noted for its support of the most promising students in the sciences, engineering and social sciences, has reduced its number of fellowships by three quarters over the past decade.

The few remaining governmental fellowships are virtually all in the scientific and health-related fields. There is essentially no support for PhDs in the arts, humanities and social sciences.

There has been a simultaneous drop in privately funded fellowships, and last year Princeton postgraduates alone were obliged to borrow \$1.2m (£640,000).

School go-ahead from Bar Association

from P. E. Burke

TULSA, OKLAHOMA

Provisional accreditation was granted to the law school of Oral Roberts University of Tulsa by the American Bar Association at its annual delegate meeting in New Orleans. This will mean that the first law graduates of ORU in May 1982 will be able to take state bar examinations and to practise law.

This decision will avoid the lawsuit which ORU was planning against the ABA over its previous refusal of accreditation. The ABA disapproved of the religious discrimination of ORU to that it will enrol only Christians who are prepared to confirm their belief in writing. The ABA had also been critical of the contracts which ORU had with its right now from students. "We should have at least 50 students in the new class, and I have no qualms whatsoever in predicting that by next year we shall have the full complement of 100 students."

This is not surprising as most established law schools are full and are having to refuse applicants. The voice vote of the approval at the New Orleans meeting was described by the ORU representative as the crescendo of a tidal wave of support. However, the official vote in favour of provisional accreditation was 147 to 127. ORU

may seek permanent accreditation in three years; until then it can be considered on probation.

It seemed that the lawyers' reversal hinged on a legal point. ABA standards of accreditation incorporate the principles of the Civil Rights Act of 1964 passed by the Johnson administration. There is provision within the act to allow faculty hiring by religion-affiliated schools that that institution's faith. A religion now extends that provision to include student recruitment.

"The Congress of American Jews was very supportive of our position," Dr Charles Korb, dean of the law school of ORU, said in Tulsa immediately after the decision.

He added: "We are getting calls right now from students. 'We should have at least 50 students in the new class, and I have no qualms whatsoever in predicting that by next year we shall have the full complement of 100 students.'"

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Proposed bill to finance educational benefits for GIs

A new bill of educational benefits for GIs may soon be proposed as an incentive for young men to join the US Army and Marine Corps. The scheme would enable recruits to go on to further or higher education, financed by the military services.

The Pentagon, which has still to decide whether to propose the scheme to Congress, is determined to increase the armed forces by 200,000 over the next five years, in line with the Reagan administration's voiced intention to rearm America.

Mr Lawrence Korb, the Assistant Secretary of Defence for Manpower, said anyone joining the services received some educational benefits, but that the proposed scheme would give the best package to those who went where the services needed them most. The Army traditionally has more recruiting problems than the Navy and Air Force.

Both the Navy and Air Force gave high level technical training. Mr Korb said, and gave recruits marketable skills. But those in Army or Marine combat units learned no such



Too full a house for dinner at Princeton?

But while the drop in support has reduced the overall incentive for further study, Dr Bowen notes that it is often the best prospective post-graduates who choose other careers, and adds: "The largest question raised by the possible disappearance or real weakening of high quality graduate programmes has to do with the overall future of research, scholarship and teaching in this country."

Most basic research, Dr Bowen says, is done in universities, by staff working with able postgraduates. These courses cannot be turned on and off at will; they thrive only through succeeding generations of students bringing in new perspectives and ideas.

There will be a variety of re- sponses from the different universi-

ties, says Dr Bowen, and this should be welcomed. However, he warns that institutions should not simply decide to leave difficult decisions to others, although this will be tempting. Large PhD courses confer prestige on a university, and attract staff. "The natural interest of universities in appropriating such benefits inevitably discourages necessary reductions in the overall number of graduate students," Dr Bowen adds.

However, while universities can help by rationalizing courses, Dr Bowen feels that the shape of the future very much depends on what is done or not done by government and private donors.

He believes it is right to look to them for help. "Graduate education provides benefits to the larger society that are clearly national in character. Thus it is appropriate for the Federal government and those foundations, corporations, and individuals that take the broadest outlook to come to conscious decisions as to what they believe ought to happen and what roles they should play."

Tax cut provision will boost charity gifts

There is one benefit which higher education may reap from President Reagan's financial policies.

In the sweeping legislation of America's largest tax cut is a provision which education officials say will stimulate charitable contributions to universities and colleges.

The new measure means that anyone will be able to make a deduction for gifts to charities, which includes educational institutions. Until now, the only people able to write off such contributions have been the minority who fill in a complicated income tax form listing all their deductions.

The joint committee on taxation estimates that this could mean \$5,000m (£2,700m) more for American charities during the five years it will take the tax plan to be phased in.

However, the maximum deduction at the beginning of the scheme is a mere \$100, although this limit will have disappeared by 1986.

There is also a clause raising the deduction allowable for gifts of equipment to colleges and universities and there are further tax incen-

tives for industry to sponsor academic research, with firms receiving a 25 per cent credit for funds earmarked for higher education projects.

The legislation further includes a moratorium until next year on a tax on fringe benefits which include the free tuition universities and colleges normally give the children of members of staff.

The Charitable Tax Deduction Bill was introduced by Senators Daniel Moynihan and Bob Packwood, and academics' gratitude is not likely to extend to forgiving them for another bill they have introduced which seems to be finding considerable favour with President Reagan.

This is the Tuition Tax Credit Bill which is likely to be proposed to Congress next year. During his election campaign, the President backed the proposal, which would allow students or their parents a credit of up to \$500 a year.

It is virtually certain that this would be followed by further cuts in student loans and grants, and one government official confided that the bill was tremendously popular in

ties, says Dr Bowen, and this should be welcomed.

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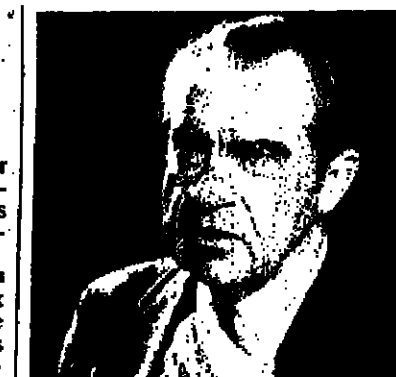
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Dr Bowen rejects determining postgraduate work by projected manpower needs - these, he says, are often notoriously off target, particularly at a time of changing technologies. "The best approach is to provide attractive incentives for limited numbers of very capable candidates to pursue advanced work at those universities best suited to their educational needs."

He suggests the model of fellowships offered by the National Science Foundation, "portable" national fellowships awarded on the basis of merit which allow successful candidates to attend the universities of their choice.

Dr Bowen notes there are encouraging signs, with fellowships on these lines already being offered by three foundations including the Andrew Mellon Foundation. "Those of us convinced of the long term importance of sustaining quality in graduate programmes need to work harder, however, to explain the seriousness of the immediate situation to other foundations."

There will be a variety of re- sponses from the different universi-



Nixon: opposition

Nixon library causes row

A row has erupted at Duke University over proposals to build a presidential library on campus for former President Richard Nixon.

It has been the practice for half a century for institutions connected with a former president to build a library for his personal papers. Mr Nixon is a graduate of Duke's law school.

Mr Terry Sanford, president of Duke University, has already contacted Mr Nixon, who is said to have shown a very strong interest in the proposal.

However, there is considerable opposition to the move from many staff members, particularly from the history department, some of whose members feel the library would effectively be a monument glorifying a president driven from office for his part in the Watergate scandal. Others simply say the papers would not be particularly valuable.

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Open College scheme proposed

A new scheme to set up an Open College of South London is being put to colleges and adult education institutes by the Polytechnic of the South Bank.

The south London venture would be modelled on the successful Open College of the North-west which provides alternatives to 'A' level for adults wanting to enter higher education.

It would initially involve a small nucleus of institutions including Southwark and South London Colleges, Southwark and Lambeth adult education institutes and Morley College, and a meeting to discuss the proposal is being organized for the autumn.

These would co-ordinate the existing full-time "access" courses available for ethnic minorities and women returnees, develop more part-time courses and concentrate on retraining and reorientating the unemployed, and potentially redundant.

In a letter to the principals of the south London colleges and institutes South Bank Polytechnic says that progress made in the area so far in helping adults complete their education without formal qualifications has only involved isolated instances.

"Concentrating on full-time courses for specific minorities has demonstrated a demand, but has failed to capture the imagination of a broad section of those who live and work in London who could and should benefit from the existence of an open college system," it says.

The Open College of the North-west now involves more than 900 students in 11 further education colleges which are linked to Lancaster University and Preston Polytechnic. Similar schemes are springing up on Tyneside and Wearside, in Leeds and Leicester and around Aston University.

Nuclear classes at Bradford

Evening classes on nuclear war and the dangers of nuclear power are being offered by Bradford Council this autumn to explain why it is not providing civil defence.

The free courses on "Nuclear war for beginners", "Civil defence and nuclear war", and "Atoms for peace - an examination of the nuclear industry" are being organized by Bradford College in three of their adult education centres. They are being staged alongside evening class staples like dressmaking, typewriting, car maintenance and pottery.

The decision to mount the three-week courses, which will be followed up by a ten-week programme,



The cat-lover who got the cream

Manual worker Harry Courcha has become the first part-time student at Middlesex Polytechnic to progress from the diploma in industrial relations and trade union studies via a diploma in higher education to an honours degree.

Mr Courcha, a cat-lover, left school in 1939 aged 14 with no qualifications. He is a film laboratory technician and a national executive member of the Association of Cinematograph, Television and Allied Technicians. His union encouraged him to return to study.

Three other former diploma of higher education students this year became the first to obtain first class degrees in their subjects. All joined as mature students without formal entry qualifications.

Moderate Tories launch NUS lobby

by Paul Flather

Moderate Conservative students have launched a new pressure group to ensure they retain a voice inside the National Union of Students in defiance of their federation which is committed to the break-up of the NUS.

The launch of this new lobby, Conservatives in NUS, reveals that the Federation of Conservative Students remains deeply divided over the correct stance to take towards the NUS.

At its last national conference in Sheffield the FCS passed policy committing members to withdraw their support for NUS and to campaign vigorously in favour of disaffiliation from the national union.

The new moderate group however is shortly to publish a discussion document arguing that Tories must be committed to work within NUS, but that the union is too big, too unwieldy, too unrepresentative, and too expensive.

A major point in the discussion

document will be the need for NUS to align down its organization severely in a time of economic depression, perhaps cutting its £950,000 annual budget by half. Hard-line Tories have in the past pressed for it to be cut to £150,000.

Mr Paul Goodman, a leading moderate who sits on the NUS executive, said: "There has always been a Conservative voice in NUS, because a majority of Conservatives think this is right. While everyone wants a reformed NUS, we do not support alternatives which will mean no NUS at all."

Moderates argue that changes in NUS policies in the past decade have in part been brought about because of Tory pressure. They point particularly to the last plan to cut costs and the reduction in mass campaigns.

The new lobby plans a simple, still, at national conferences, and will hold meetings so that the two representatives on the NUS executive are informed of current "wet" thinking inside FCS.

Another topic will be possible de-

fections to the SDP, which an internal report prepared by Labour Party students reveals are likely to affect the PCS far more than the National Organization of Labour Students (NOLS).

The report based on a regional analysis of student unions shows Conservative Associations most vulnerable to SDP recruitment. Many Liberals opting for joint membership with the SDP, but that only 30 of 8,000 NOLS members have defected.

The report was ordered by Mr Tony Benn, a member of Labour's organization subcommittee, to assess the SDP strength in student politics. A motion from another committee to print 50,000 anti-SDP leaflets for new students this year is under discussion.

Mr John Dennis, NOLS organizer, said: "We do not think the SDP is a threat to us. They are yesterday's people and propose no radical solutions to the current crisis. Students on the left are not likely to be attracted."

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Overseas news

Minister attacks 'TV dons'

from John Goulter

CHRISTCHURCH New Zealand's associate minister of finance, Mr Warren Cooper, has attacked the country's academics, saying that there are too many of them and that New Zealand can ill afford them.

Mr Cooper aimed his initial comments at those who appear on television current affairs programmes, whose naivety "never ceased to amaze" him.

"They are usually known for their anti-government views. Few of these so-called experts have ever risked a dollar exposing their earnings to the vicissitudes of the marketplace," he said.

The minister said that professors lead a charmed life, with a title which over-awes most people and a salary ranging from \$37,000 to \$46,000.

"I think we have got too many. We could afford them when our terms of trade were favourable before two oil shocks and the chronic

deficit. But some may find that they will be required to prove themselves in the real world.

In spite of the huge investment in the universities of New Zealand, their contribution to solving the problems of inflation, unemployment, and social ills is negligible, Mr Cooper said.

Dr David Mitchell, national president of the Association of University Teachers said that Mr Cooper's comments were a cause for grave concern. They showed serious misapprehensions about the university system.

Not only do university professors in general have much lower salaries than their peers in comparable countries, but also the whole university system is relatively cheap to operate, he said. "It costs much less in New Zealand to educate an undergraduate than it does for example in the United Kingdom or Australia."

Dr Mitchell said it was unclear whether Mr Cooper meant his comments to apply to all academics or

just to the 12 per cent with professional designation. If it was the latter, then what should be of concern is the deterioration of staff to student numbers in the quinquennium. Currently at 12.6, the ratio is projected to be 13 by 1985.

Less than two years into the present quinquennium a discrepancy between predicted student numbers and the actual figures has led to a review of funds and staffing levels for the universities.

The forecast of student numbers for this academic year was 12,500, short of the actual national figure of 12,705. Thus bringing into effect an agreement that if during any year of the quinquennium the student numbers exceeded the estimate by 1,000 a review of the initial grant would be made.

Negotiations have begun between the UGC and representatives of government. The committee is studying increases in the numbers of academic and non-academic staff.

Soviet Jewish scientists lose postgraduate status

Three Soviet Jewish scientists have been deprived of their degree of "candidate", which is roughly equivalent to a PhD, apparently because of their desire to emigrate to Israel.

All were already *refuseniks*, that is, their applications for emigration had been refused but they had been dismissed from professional employment shortly after having filed their application.

The three are, Aleksander Paritsky (43) of Khar'kov, a physicist who had formerly worked on ultrasonic ranging devices, Valery Solfer (45) of Moscow, a plant pathologist, and Mikhail Fuchs-Rubnovich (44) also of Moscow, a meteorologist. Mr Paritsky and Mr Solfer were refused permission to emigrate on account of the alleged secret nature of their work; the reason for Mr Fuchs-Rubnovich being refused is not known.

From a practical point of view, the deprivation should do the three no harm as they are already barred from academic employment. Indeed,

it could even help them find a job. A number of academic "refuseniks" have tried to earn some kind of a living over the past decade by accepting humble employment as a janitor, lift-attendant or similar unpopular trade but have found that they are "overqualified" and have lost posts. Unable to find some congenial employment, they faced charges of being without visible means of support which is an offence in Soviet eyes.

In the longer term, however, the decision has sinister overtones. Soviet higher academic degrees are awarded, not by the academic institution concerned, but by a government-appointed body, the *Vysshaya Attestatsionnaya Komissiya* - Higher Attestation Commission (VAK). Some five years ago, VAK was given a new code of conduct, in which it was clearly laid down that higher degrees should be awarded not only on the basis of academic competence, but should also take into account the proper political attitude of the applicant.

School leavers benefit best from budget

from Geoff Maslen

MELBOURNE

The Australian government's 1981 budget has brought little cheer to the higher education community. Although total direct outlays on education are estimated to rise 11 per cent to A\$3.25bn, (A\$100m = £100m), universities and colleges of advanced education have gained little.

The budget continues the government's emphasis on technical or further education and on school work transition programmes for sample programmes aimed at school leavers who have left or wish to leave school early will cost a total of A\$3.5m (£17.5m) in 1981-2. Private schools will also benefit from an A\$124m rise in their allocation, bringing Commonwealth expenditure on private schools to nearly A\$1bn (£245m).

Universities and colleges of advanced education will receive 8.3 per cent more in recurrent expenditure in 1982 than in 1981 and an extra A\$4m (£20m) to help replace outdated equipment to help the increase does not match cost increases due to inflation. The allocations to higher education institutions will see little growth and, in fact, the government hopes to save money by amalgamating 30 colleges while raising an estimated A\$4m in postgraduate fees.

Overseas students will find that they are contributing to the government's efforts to limit expenditure. Their charges will rise by an average of 10 per cent from next year and will range from A\$1,700 to A\$3,500 (£850 to £1,250) depending on the course of study.

Science and technology will get 16 per cent increase, bringing a total of A\$427m (£216.5m). The CSIRO, Australia's biggest government research organization will get A\$100m (£50m), an 11 per cent rise on last year, more than A\$35m (£17.5m) being spent outside the National Health Laboratory, being built for the CSIRO at Geelong in Victoria. Another A\$7m (£3.5m) will be spent on a new laboratory complex for the Division of Chemical Technology in Melbourne.

Continuing Australia's move into the relatively unknown field of Southern Ocean marine science, the CSIRO, Australia's biggest government research organization will get A\$11m (£5.5m) for the construction of a CSIRO marine laboratory at Hobart. The complex will house a scientific and support staff, many of whom are at present housed at Rosella in Sydney. The CSIRO is also receiving A\$3m (£1.5m) towards a new Australian oceanographic research ship, and a further A\$30m (£15m) from industry contributions to its research projects.

Czech student faces trial

A 21-year-old Czech philosophy student is being held in jail awaiting trial on charges of anti-socialist activities for helping to run a student sit-in protest in Poland in February. The National Union of Students in Britain has met officials from the Czech embassy in London to protest at the arrest and trial of the student, Miss Lenka Cvrkova.

It seems clear to us that the Czechs are trying to pass their own judgement on the recent upheavals in Poland. The Polish authorities cannot move against the people, so they have arrested a Czech and put her on trial in Prague, an NUS spokesman said.

The NUS put a series of questions to the Czechs about why the charges had been brought, who else faced similar charges, and why they appeared to be making an example of the student.

Protests have also come from the new independent Students' Union in Poland, the NZS, which was legalized following the sit-in in Lodz, the Polish students and Young Graduates Association of Great Britain, as well as other European student unions.

Miss Cvrkova was initially charged with breaking passport regulations and over-staying in Poland. When she went into court earlier this month these charges were dropped. She now faces the more serious charges of damaging the interests of an allied socialist state.

Her trial coincides with a major crack-down on Czech dissidents expected to open with a series of mass political show trials within the next two weeks. Among the 18 accused is Dr Jirina Sikova, a sociologist and psychologist, an active supporter of the former Dubcek regime.

Marxists fail to gain control

from A. S. Abraham

BOMBAY India's federal government has rejected the demand by several states, led by parties other than Mrs Gandhi's ruling Congress Party, for putting education once again within their jurisdiction.

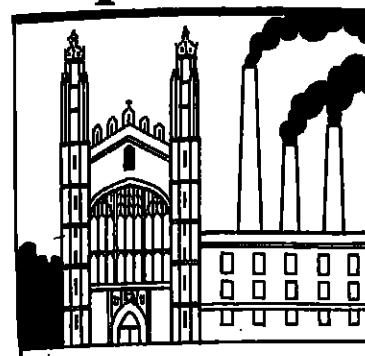
Since 1920, education has been a provincial subject, but in January 1977, at the end of Mrs Gandhi's emergency rule it was made a federal responsibility under the constitution, with the federal government authorized to pass laws that would override similar legislation introduced by the states.

The Janata government which

took office in March 1977 decided to return education to provincial control but was unable to get the relevant bill through parliament because the Congress (I) had a majority in the upper house, the Rajya Sabha.

With controversy growing over moves by Communist-run states (West Bengal and Tripura in the east, Kerala in the south) to revamp ideological lines, fervent appeals are being made to the New Delhi administration by educationalists to bring the marxist provincial government in line.

Well-forged links that should outlive the scepticism



In our continuing series on industry and higher education, Clive Cookson discovers in the United States a collaboration of which European nations are understandably envious

Europeans have always envied the close links between American universities and industry. Even in the early 1970s when the academic business relationship was at an historic low point, an OECD comparative study of research systems pointed to the American success in developing productive contacts between the two sectors, and the UK working party on universities and industrial research in 1970 also praised the "tradition of close collaboration" in the United States.

But, in the eyes of many Americans, that period marked a dangerous crisis in the relationship, when the two sides' inevitable suspicions of each other were exacerbated by the new political tension between conservative businessmen and liberal-radical faculty and students. Academic contacts with industry had in any case become gradually weaker during the 1950s and 1960s as the Government poured more and more federal funds into higher education and research, leaving universities with less incentive to solicit grants and contracts from companies. The gap between applied research, financed by companies and performed in their own laboratories, and basic research, carried out in universities, was growing wider and wider.

The crisis passed, however, and since the early 1970s corporations and universities have been mending old links and forging new ones. The first spectacular symbol of the new spirit of cooperation was the 1975 agreement by the Monsanto company to provide 23m over 12 years for biomedical research at Harvard University, in exchange for the right to commercialize any discoveries made.

The past year or so has seen a particular surge in direct corporate sponsorship or academic research, along the same general lines as the Harvard-Monsanto deal. Notable examples are a 10-year, \$8m combustion research programme at the Massachusetts Institute of Technology, funded by Exxon, and a five-year, \$6m donation by Dupont to establish a new genetics Department at Harvard Medical School.

Drawing up agreements of this sort is a ticklish business. Of course the university wants to minimize the restrictions on the academic freedom of its researchers, and to give the impression that the work will be directed towards the general advancement of mankind. But the sponsoring company is after long-term commercial benefits.

So the agreement usually guarantees the researchers' right to publish their results freely in the scientific literature, after a short delay to enable them to be patented. The company has the right to exploit the patents commercially.

The surge in corporate funding for academic research brings obvious benefits to both sides. Universities receive more money, welcome at any time and particularly now that the Reagan administration is cutting back federal support for research and higher education. Companies gain access to laboratory discoveries at a time when the gap between research and profitable industrial processes is becoming narrower again in some of the most glamorous fields, like biotechnology and microelectronics.

Although most universities and most faculty members within them

seen happy to accept increased corporate sponsorship, there is some concern within and outside academe about the potential perils. One is that the spirit of undirected academic research could be damaged if too many university scientists are working on projects whose direction is influenced, however subtly, by their industrial sponsors.

A quite different sort of objection has been voiced by a few politicians and Government officials, who are beginning to accuse companies of skimming the cream off a body of research paid for by the American taxpayer. This argument has been used more forcefully against the West German chemical firm of Hoechst, which is giving the Massachusetts General Hospital, Harvard's premier teaching hospital \$58m to set up a molecular biology department. The same criticism, though without its xenophobic tinge, applies to US companies that put millions of dollars into university laboratories whose research activities are financed primarily by the Federal Government.

However, the critics are in a minority and the spirit of the Reaganite 1980s is certainly against them. So it seems safe to predict that the boom in corporate sponsorship will continue a new tax incentive for companies to support research in universities, which congress included in the tax bill it passed this summer, will help the process along.

There is a lot of room for growth. Industry still pays for only 3.5 per cent of all American university research, worth about \$288m a year. At MIT the proportion is an exceptionally high 10 per cent.

It would however be misleading to present research as the main area in which industry supports higher education in the United States. Total corporate contributions to colleges and universities amount to about \$758m a year. So less than a quarter is direct funding of research.

Most of the money represents general philanthropic giving, for purposes such as student scholarships, library improvements, capital grants and gifts to institutions' endowments. They are the same range of causes for which non-profit foundations and wealthy individuals give money to universities.

One reason why America derives so much general financial support from industry is that business executives play an important role as college and university trustees. The board of (lay) trustees is the governing body of an American university and its members take part in the life of the institution in a way that has no counterpart in Europe.

Trustees make the major policy decisions about the institution's future; they can in theory oversee almost any aspect of the university's life. They raise money for their own pockets and those of their companies and their friends; and many of them take part in the institutions' social, academic and sporting life. Because of their connections, their personal qualities and their wealth, business leaders are very much in demand as trustees and frequently they serve as chairmen of governing boards.

More than the research arrangements, it is this personal involvement of many industrial managers in higher education that is the really special feature of the industry-university relationship in the United States.

Invention, mother of necessity

Robin McKie on the role of the National Research Development Corporation

It is a common, and probably justifiable, complaint that while Britain produces some of the best basic research discoveries in the world, we are among the worst nations at exploiting our own initiatives. Our impressive list of Nobel prize winners backs the first notion, while the decline of our industrial production, and its share of world markets, supports the second.

Yet pinpointing the causes for this disparity has proved to be a hard job for anyone concerned with the survival of British industry. If nothing else it is difficult not to believe that a major problem is simply the general lack of motivation in this country to the principle of turning ideas into money.

Certainly, those who attempt such basic commercial considerations find matters anything but plain sailing. At universities there are many who will testify to the horrors of attempting to turn what appears to be a good idea into a product which might make money for both its inventor and its developer.

And for these academic entrepreneurs, a favourite *bête noir* is the National Research Development Corporation, newly combined with the National Enterprise Board to form the British Technology Group, and which is often held up as the ultimate in bureaucratic inertia.

Not surprisingly, it is a view firmly rejected by the NRDC itself. "If you took a poll of all university scientists then you would find that most think quite highly of us," claimed Dr James Cain, managing director of the corporation. "It is only a small, vociferous elements that makes the most noise. The more successful scientists are not interested in doing that."

Yet a look at the statistics reveals that the unsuccessful are in anything but the minority. In its 30-year history, the corporation has received more than 40,000 ideas. At least half of these have come from private inventors who in general seem to be a rather erratic lot, many coming from various "institutions" and who often dwell on the well worn themes of perpetual motion or anti-gravity devices.

Of the remaining 20,000 or so, most are submitted from generally respectable sources - in particular

universities. Even so only about quarter are taken any further by corporation officials. And a general lack of inventiveness is only one criteria for rejection.

Other principal reasons include the general lack of commercial utility of the proposed new product; the absence of potential markets, insignificant novelty in its design; and the inability to give it any proper protection when preparing a patent for its production.

The leaves only 5,000 which the NRDC has taken up since its formation in 1949. These have been developed to various stages of sophistication, but still only 1,000 have actually been adopted by industry.

And taking the process of distillation even further, only about 200 of the 1,000 have actually generated any income for a company sufficiently interested in an innovation to take it beyond the most rudimentary development stage. That means that from a starting point of 40,000 only 200 - about one in 200 - have ever produced cash for firms - and making money is not the same as making profits, for often development costs can far outstrip the cash returns.

In all it is a rather harsh picture, far removed from the image of academics beavering away to provide British industry with the basic innovative discoveries which it can directly transform into commercial products. Of course, there are many other routes open to industrially minded academics - consultancy, directorships, or university initiatives such as limited companies or industrial units - so it would be unrealistic to totally dismiss the effect of university researchers on commerce.

Turning a good idea into an invention and a product is clearly a difficult, lengthy and frustrating business whether it begins in industry or in an university laboratory. And on top of the delays and cash problems, the

hapless inventor also faces the difficulty of patent legislation.

In the case of major companies, this can be considerable headache, for patents only provide protection in Britain for 20 years. Given that developments needed to prepare a product for market readiness can require, as we have seen, almost 10 years - half the patent life - then firms are frequently left with only limited periods in which they can recoup losses and make any profits.

For the university inventor, some help is available - from the NRDC - which provides the legal expertise to turn the equations and hardware into legally defined paperwork. This is often crucial, for properly worded patents can make all the difference in defending the use of a product throughout the world.

"In the end most ideas will fail, even if taken on board by us, but that is the name of the game", said Dr Cain. "It is the same with industry, but our rate in the end must be higher than theirs for they do not have to satisfy shareholders."

Nevertheless, the NRDC, by charging between 3 to 7 per cent royalties on sales of inventions developed by them, has operated at a profit for the past 10 years, and has repaid the original cash which it borrowed to begin operations.

Perhaps more of these profits could be ploughed back into developing products, though this hardly seems realistic given the already very high failure rate. A more realistic criticism of the corporation might be that its officials, trained to spot the unusual and the potentially lucrative, could easily become conditioned to pick up only the most obvious and likely money-spinners, and lose the imaginative insights required to highlight the improbable but nevertheless highly profitable inventions.

That argument applies just as well to British industry, which is after all crucially limited by the imagination and insights of its own senior managers. These individuals together with those in Government posts such as the NRDC, really control our commercial, and technological future and it is the effective quality of this manpower which in the end decides the shape and direction of our production, industry and wealth.

Belgium chases fresh fields and pastures new



Dr Mortelmans: responsible for development

Ten miles north-west of Brussels cows graze peacefully in the lush pastures of Meise-Wolverton and recent demonstrations by angry local Flemish farmers emphasize that this is the way they want to keep it.

Because of the continual knife-edge balance of a succession of national Government coalitions, it is likely that the political pressure of these farmers will succeed. But, because Belgian politics and Belgian bureaucracy are notoriously complex and slow-moving, the roadside hoarding and the thick black line which encircles this farmland on the Regional Planning Authority's map will continue for some time yet to identify this as one of Belgium's first Industrial Research Parks.

This park - one of six so far established - was the outcome of many years of discussion between central, regional and local government and the universities in the early 1970s. The idea was that a series of these parks would be set up specifically to attract new research-oriented industrial units wherein technological development would be fostered in direct co-operation with specified universities. Foreign investment was particularly sought, and it was to be the task of each of the universities to whom the particular parks were "allocated" to advise the authorities concerned upon the suitability of projects submitted. For their part, central and local governments were to provide low-cost land, relaxed plan-

ning restrictions, tax and rating concessions and major investment incentives, particularly where local employment was also stimulated as a result of one of these developments.

No sooner was the ink dry on the final official decision in 1978 than the universities went into action. The (Dutch language) Free University of Brussels was typically quick off the mark with production of a five-language illustrated colour brochure and the appointment of a research chemist, Dr. C. Mortelmans, as special assistant to the rector with responsibility for the development of the two university parks and development of industrial contacts.

The search activity was stepped up. Dr. Mortelmans flew to America and Japan to make contacts directly with prospective industrialists to "sell" the virtues of a Brussels Industrial Research Park location. The outcome of this hard-headed business-like approach to academic development seems to be producing positive results if the growing mound

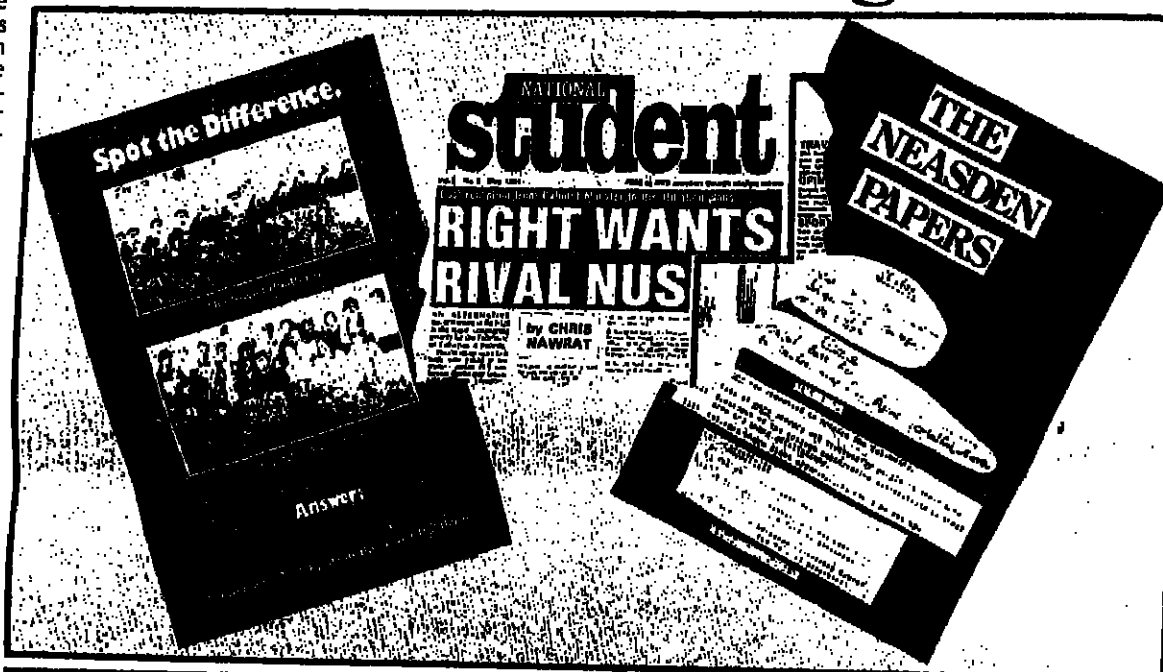
of Dr. Mortelmans' Research Park dossiers is an indication. But he agreed, in a recent interview, that this must essentially be a long-term development. Thus a typical American client interested in establishing a European location for a new industrial venture may begin by considering some 18 sites all over Europe, of which the Brussels option may initially be favoured - not on grounds of tax concessions - but purely on its geographical proximity to markets and transport. As Dr. Mortelmans pointed out, without profits, the fiscal incentives carry no weight, and profits depend more upon the services which Brussels in general, and the Free University in particular, can offer.

In the meantime, as in Holland, closer links between existing industry and the Belgian universities are being actively encouraged at a national level by the parallel development of industrial "transfer points". These comprise institutionalized channels through which industrial researchers and industrial managers can familiarize themselves with the facilities which the universities can offer and, no less important, through which university staffs can discuss new industrial developments and gain practical experience of industrial research and administrations.

Like the Dutch, who have recently committed some £10m of public money to subsidizing a national chain of permanent industrial "transfer points" in certain universities, the Belgians are optimistic about the potential long-term build-up of research activity and the widening of research experience which such regular and purposeful contact between industry and the universities is bringing.

Lionel Cohen

A rift on the right



Paul Flather reports on the battle between 'wets' and 'arids' in the Federation of Conservative Students

It is ironic that the Federation of Conservative Students finds itself sailing through some of the roughest water ever during the 50th anniversary of its foundation. The past 10 months have seen the waves rising particularly high with open warfare between the moderate "wets" and hard-line "arids", multiplying allegations and rumours over the "bussing" of bogus delegates for crucial conference votes and links with extreme right-wing groups; all compounded recently by the threat of significant defections to the Social Democratic Party.

The federation was founded in 1931 by John Buchan, colonel, intelligence director, politician, and author of more than 50 novels including *The Thirty-Nine Steps*, as a conveyor belt to move good university Tories into the Conservative Party ranks. Since then students have become full citizens voting at 18, and the FCS has spread with Conservative associations flourishing in all higher education centres. Surprisingly perhaps, the FCS now lists a number of polytechnics among its new strongholds, including Leeds and City.

Since the 1960s, the federation along with the rest of the student movement has become increasingly politically active. In the last five years it has made great strides, no doubt reflecting the Conservative mood of the country. It now claims about 30 subnational posts in the country, a figure never imagined in 1970. It also claims a membership of 13,500 making it on paper the largest student grouping.

The FCS has gradually taken a larger role at conferences of the National Union of Students. But internally it has been arguing about whether to reform the NUS from within, to make it more democratic and cheaper, or from the outside. This perhaps more than anything divides the wets, who claim they are the defenders of One Nation Conservatism, from the arids who have even attacked Mrs Thatcher for being soft.

The primary function performed by the FCS, sometimes quaintly labelled by senior Tories as the forum of ideology and adolescence, remains to be a springboard into the national Conservative arena.

The record is good. Edward Heath is a past leader, and three Cabinet ministers are former officers: Mark Carlisle (Education Secretary), was chairman in 1953. John Biffen (Trade Secretary) vice-chairman in 1953, and Norman Lamont (Junior Minister for Energy), committee member in 1964. Their collected memories together with a few more

The TUC disputes committee, is to try to sort out a row between two teaching unions over allegations of poaching in Northern Ireland colleges.

A hearing into a complaint from the National Association of Teachers in Further and Higher Education was scheduled for this week but has been postponed. The allegations are against the National Association of Schoolmasters/Union of Women Teachers, now claiming to be the largest teacher union in the province.

In April the NAS/UTW broke Natfhe's virtual monopoly on the union side of the negotiating committee for further education lecturers in Northern Ireland. The equivalent of ACAS, the Labour Relations Agency, certified that the union, led by the ebullient Mr Terry Casey, had more than 150 FE teachers in membership - the hurdle it had to pass to secure one seat. Natfhe's four A sixth seat is held by the college principals.

At least three top level meetings between Mr Casey and Natfhe's general secretary, Mr Peter Dawson, have failed to tone down the complaint that the NAS/UTW broke the hallowed Bridlington agreement of inter-union relations by taking into membership lecturers Natfhe regarded as its preserve to secure the minimum number needed for recognition.

Both unions are affiliated to the TUC, and therefore ostensibly subject to the disputes principles and procedures laid down by the TUC, and generally described as "Bridlington." In England and Wales the two have a bilateral agreement which defines the relationship between them in further education colleges, with Natfhe recognized as having the mu-

appeared in a slim blue booklet to celebrate 50 Golden Years - ironically at perhaps the most ill-tempered and rowdy national conference in the federation's history, in Sheffield last April.

In the preface Mr Carlisle acknowledges that the FCS is far more active, far more pervasive, and reaches a far wider audience than it did in his day. "With the threat of the extreme left looming large and the retreat by others into the sands of Social Democracy it is important as ever that the sound of moderate commonsense, Conservatism is heard in all walks of life," he says. Unintentionally perhaps he has summed up the current crisis faced by the federation, caused by five interlocking developments in the past 18 months.

First, the hard-liners gained control of the federation for the first time last year. The long left-of-centre tradition was finally broken in a dramatic duel at Loughborough when Peter Young, fresh from his well-publicized arrest in Poland and vitriolic attack on the NUS in the defunct *Now!* magazine, beat the moderate torch bearer, Anna Soubry, by 128-119 votes. After a long march in the wilderness the hardliners captured control because they

were well marshalled and bargained for every vote, because they had a flamboyant leader, and because of the Conservative drift in the country which for students meant planning careers and not taking up causes.

Soubry and the three FCS chairmen prior to Young are significantly among the eight who have just defected to the SDP.

Secondly, the office of chairman has been invested with increasing authority, becoming under Young more like a general-secretaryship. The post is a substantial, and in the hands of a determined leader was used to issue a flurry of statements and policies.

Thirdly, the old detente inside the federation was replaced by a fractious and very public cold war between moderates and hardliners. The row over student loans brought matters to a head last winter. Young and his supporters put out a policy document in favour of loans knowing it contravened current FCS policy. The wets, including Chris Bones and Mark Wooding on the NUS executive were left isolated, and significant chunks of the membership were left disaffected.

The split deepened at this year's NUS conference when the moderates were highly embarrassed by the tactics of Young, wearing army fatigues

and commanding an ops team and a tireless printing press from a hotel bedroom producing provocative leaflets, for example ridiculing feminists and Karl Marx. The resulting disturbances, including one scuffle involving 30 students, drew sharp words from both party chairman Lord Thorneycroft and Junior Education Minister Baroness Young.

At this year's FCS conference the split became a gulf, with conference littered with leaked documents purporting to show how groups were secretly being disloyal to the FCS.

Fourthly, the actual behaviour of members has done little to tarnish the federation's image. Young by his often superficial statements devalued the FCS tag; thus he alleged that the NUS channelled taxpayers' money to the USSR; freely called for the closure of a few polytechnics and at least one university; produced a poster comparing the NUS executive with the Soviet politburo; and called for the NUS to reduce its budget by 85 per cent overnight.

Further damage was done at Sheffield. There have been bizarre allegations about the bussing in of Young Tories by both sides for crucial votes. Certainly in 1980 there were 250 delegates; in 1981 there were suddenly more than 300. Racist

He promises things will be different at the half-yearly conference in Sussex next week. For one thing the rules are to be amended to end "sing" - all delegates will now have to be representatives from their own colleges. But above all FCS is going itself for its assault on the NUS since this is now conference policy. The FCS will be no official presence at NUS conference and indeed will be working to encourage difficulties and set up an alternate network linking independent student unions around the country. "All present our plans are secret," League said.

On the other side the heirs of the now defunct moderate Neasden Group have established a new press group, *Conservatives in NUS*, to carry the flag at NUS conferences. "We need to get the FCS going again in a broad and honest way and end this destructive infighting," said Paul Goodman, one of two Tories on the NUS executive. He also sits Janus-like on the FCS national committee plotting against the NUS.

The most positive sign for the FCS is that both sides appear to have up new communication posts and sent smoke signals to share a passage. But it may take more than 30 steps to heal the rift.

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This they achieved after months of wearisome hargling - and only after the intervention of the Labour Relations Agency.

The temporary collaboration secured the APT's first full recognition for salary bargaining - a lever it has since sought to use in its campaign for a seat on Burnham. But the provision for separate bargaining committees for the two unions - salaries and conditions allowed by the law to be seen to maintain its right to sit down with its rivals in negotiations.

How successfully it works remains to be seen - for it opens up the prospect of pay and conditions getting out of step for staff who may be working alongside one another. Natfhe's claim is based on the package of agreements negotiated with the English and Welsh local authorities - far-reaching and complex. The APT is likely to be less ambitious.

But the result claimed by APT leaders is an upsurge of support for Natfhe's expense. In the June elections for academic staff governance the APT's outgoing national chairman, Mrs Heather Eggins, topped the poll with other APT members filling the second and third seats.

The irony of the situation is that the APT and Natfhe leaders operated closely in waging the dispute with the polytechnics at a time that the two unions were Natfhe's throats elsewhere. Natfhe's severest critics might suggest that the victory it secured was worth far more to the APT.

Unique among polytechnics in being directly funded, there were less and uncertainties about how salaries and conditions should be decided in direct negotiations with the unions. The polytechnic management was prepared to consult with the unions, and its "recognition" of the APT some years ago was no more

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Crossing the divide between the general and vocational

Charlotte Barry examines the differing approaches of Central London and Leicester polytechnics to short course provisions.

The adult education world has greeted the Government's proposal to help universities and colleges mount more mid-career courses with a certain amount of weary scepticism.

The Department of Education and Science's main concern is to remove the financial and administrative obstacles which deter institutions from mounting short courses. Simultaneously, it is expecting employers to meet the full costs involved.

This weakness in the discussion paper published last autumn has been heavily criticized by the colleges, who regard it as an additional disincentive. They argue that both society and the economy benefit from short courses, and that the state should therefore provide some of the funds.

The adult educators have gone one step further. They object to the artificial divide the DES seems to be making between general and vocational education. They complain that the strategy concentrates almost entirely on employers' needs while ignoring the unemployed, those without basic education skills, women returning to work, the unskilled and the elderly.

Yet in spite of the deterrents and the criticism, both universities and polytechnics already cater in a big way for the short course market. The universities enrol more than 400,000 of these students every year (20,000 in the Open University) and the polytechnics take in 200,000.

Some of the polytechnics in particular seem to have got the short course business down to a fine art. Two rather different examples of how it can be done are found at the Polytechnic of Central London and Leicester Polytechnic.

The varying approach of the two institutions is dictated to a large extent by their particular location.

Central London is based in the West End of the capital on a number of split sites and has no readily identifiable constituency. Leicester, on the other hand, is situated mainly on one site in a fairly cohesive industrial community.

Central London's short course unit is the oldest of its kind, the best known and claims to be world leader in this field. It was set up in 1972 as a separate, self-financing registry to cope with the growing demand from academics for administrative help in organizing short courses.

Since then, the number of students has soared from 2,000 on 74 courses to 12,500 on 430 courses in subjects ranging from EEC legislation to Arabic for Australian High Commission staff, and from building maintenance to anatomy and physiology for hospital physicians.

Course length ranges from half a day to four weeks or 40 hours part-time; if longer, approval has to be sought from the Inner London Education Authority, regional advisory council or Council for National Academic Awards. Most do not lead to a qualification but some, like building maintenance, can be treated as modules of a longer certificate course.

The PCL short course unit deals

with a deliberately wide range of needs and will cater for groups or individuals. The fees reflect the spectrum, ranging from £50 a day for management and technology courses to £20 for language courses and 75p for sixth-formers studying specialized areas of the A level syllabus.

However the mainstream work is vocational, mid-career courses of the kind envisaged by the DES. The unit's assistant director, Ms Judy Cohen said: "A typical student would be someone in employment, early thirties, male and professionally qualified who is seeking a move along to another stage in his career."

In most cases, the employer foots the bill. Some pay their own way because they have not told their employers and are using the experience gained on the course as a way of finding a better job.

The unit is entirely self-financed by full-cost fees and its 13 staff are paid out of its £350,000 annual turnover. Courses are taught entirely by polytechnic staff, who receive no extra payment. The unit pays the LEA £15,000 a year to cover overheads like heating, light and accommodation while any profit goes into a reserve fund to offset future shortfalls.

Ideas for courses are passed on from each of the polytechnic's nine schools by academics dubbed short course generators who liaise with Dr John Hooton, its director. The notion of professionalism is very strong and the unit prides itself on its expertise in developing these ideas, matching them with an audience, setting course length and fees, and organizing brochures.

This professional approach to short course provision is shared by Leicester Polytechnic and Dr David Bethel, its director. "It's a fallacy that you can offer chopped-up bits of what you always do and call it a short course," he said.

Leicester's short course unit, which is organized on a modest scale compared to PCL's, was set up only two years ago as an extension of the polytechnic's industrial liaison centre. It provides mainly technical courses for middle managers in Leicester's service and textile industries, and has already built up a sizeable demand for courses lasting from one to 40 hours.

In the last year, it has catered for 1,000 people representing 700 local firms on 71 courses ranging from computers for accountants to principles of knitting for the textile industry. It has also made a handsome £4,000 profit, which is being handed

A rare retreat

Sheila Mackay visits Hospitalfield House, a unique haven for Scottish art students.

On an idyllic summer afternoon, the extraordinary red Arbroath sandstone building that is Hospitalfield House appears flushed with delight to be considered one of Europe's gems of the vernacular revival. A nineteenth century account describes it as "in the Scottish baronial style of architecture with corbelled projections, quaint nooks, the walls spined by arches, crenelated gables and steep roofed turrets and towers finished with gilded vane and weathercocks."

Sir Walter Scott, on one of his visits to Arbroath as Commissioner for Northern Lighthouses, stayed as a guest of Patrick Allan-Fraser at Hospitalfield, then recreated the mansion in his imagination as the Monksbarrow of his novel *The Antiquary*. The name was no idle choice, since Hospitalfield House was built over the remains of the thirteenth century hospital tended by monks of Arbroath Abbey.

Patrick Allan must have cut quite a dash when he returned home to Arbroath on the completion of his training as an artist in Edinburgh, London and Rome. He was 30 in 1843 when he married Elizabeth Fraser, the heiress to Hospitalfield House, situated a mile from the town and commanding fine views of the North Sea and more thriving shipping activity than exists today.

Although he built himself a small studio at Hospitalfield, painting was relegated to the background as Patrick Allan devoted himself to the organization and administration of agricultural estates which eventually extended as far as Perthshire. He added his wife's name to his own following her death and, in 1890, founded the Patrick Allan-Fraser Trust to assist and encourage young men in the professions of painter, sculptor, carver in wood, architect, or engraver."

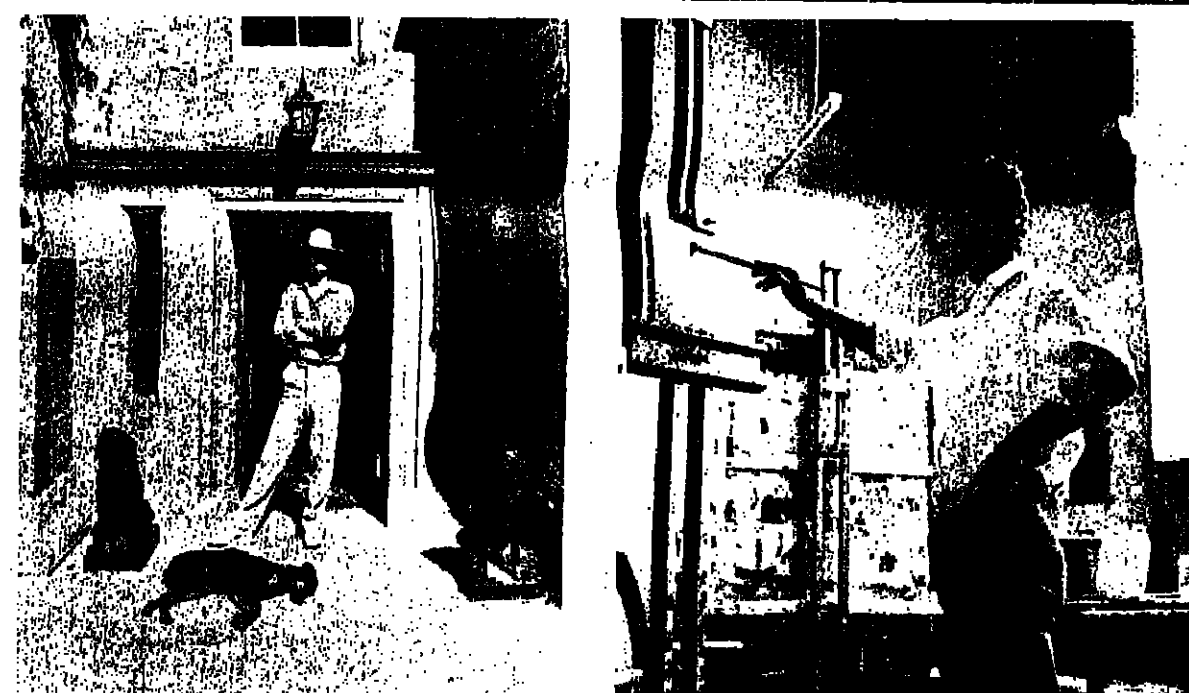
Shortly after the trust was established as a full-time art school in 1901, an article in *The Studio*, the London periodical, ventured the prognosis that it was far too remote and isolated to succeed. But the article's author could not have antici-

ated that the greater danger to the school's survival was to lie in the inward-looking management and inefficient husbandry of successive boards of government. Over the years, all but 40 acres of Hospitalfield's once extensive policies have been sold off. So have some of its treasures. Moves to rid it of trappings of Victorian opulence were perhaps inevitable as the school progressed into the twentieth century, but today's more enlightened governors are actively determined to halt any further dissolution of Hospitalfield and to protect its artistic sanctity.

No longer a school of art, Hospitalfield is today valued by the four Scottish art schools at Aberdeen, Dundee, Edinburgh and Glasgow as a place of summer retreat for 12 scholarship students. Here three third year students from each college are offered a unique opportunity to work uninterrupted over a ten-week period. Despite the odds, Patrick Allan-Fraser's vision - that he could "be the cause of painting in others" has held.

"There's always the danger of a rare plant becoming extinct," observes Willie Payne, warden of Hospitalfield. "But to ride the recession we must become more flexible and adventurous."

The building is underused, and some who perhaps cling to a more romantic past would keep it that way. However, evidence of a new approach includes the trustees' decision to offer Hospitalfield's conference, studio and study facilities to appropriate groups outside the summer period. Angus Technical College, Cassin, the Italian furniture company which manufactures Charles Rennie Mackintosh reproductions, and architectural students from the United States are among the groups which have already enjoyed its facilities. Winter studies are seen as necessary to extend the building's use throughout the year, and the former gardener's cottage is rented out to holidaymakers while the gardens and grounds are maintained under a Youth Opportunities Programme.



Warden Willie Payne.

Cordelia Oliver, a Hospitalfield student in the 1940s and an art and theatre critic, recalls "enjoying that first incomparable taste of freedom from the discipline of home and coping with the realization that nothing whatsoever was expected of me but to do what in any case I liked best, which was drawing and painting. It was an atmosphere one thought of as 'gothic' unlike anything previously experienced outside romantic literature or Pre-Raphaelite painting."

After the war, the school was reduced to a summer retreat. The 1940s were something of a golden era, with Hospitalfield playing a significant role in the development of Joan Eardley and James Cowie, Scotland's great contemporary artists, the second of whom became warden in 1937.

Willie Payne is an art historian and has been warden of Hospitalfield House since 1977, tending his charge with informed respect and a devotion which extends to carrying out restoration work with the help of an assistant. The house includes living quarters for the staff and students, as well as several public rooms, a music room, library and gallery, all graced with evidence of Patrick Allan-Fraser's taste for collecting art and objects d'art with a curious blend of restraint and opulence. Using local

craftsmen, he personally supervised the dramatic enlargement and rebuilding of the house between 1850 and 1880. The gallery, built on medieval foundations, houses Victorian paintings, sculpture and woodcarving. Many of the paintings are self-portraits of artists and friends including W. P. Frith, Augustus Egg and John Philip. In its entirety, the collection affords a rare opportunity to see in its original setting the taste of a nineteenth century patron.

A tour of the house ends in the kitchen, where Edinburgh students are chopping vegetables for the evening meal. Students share washing up and food preparation two days a week. The Glasgow group have gone on an outing with lecturers from their Mackintosh school.

Terence Quinn, recipient of the first Andrew Grant Travel Fellowship to be awarded to a third year student at Edinburgh, stresses the importance of Hospitalfield's function in breaking down communication barriers.

"Yesterday our principal and the head of the school of painting, that's Sir Robin Philipson, took us on a picnic to Luanan Bay. It had its bizarre side - like Sir Robin, noted for his sartorial splendour, taking off his shoes and rolling up his trousers - and there we were sipping wine

together on a beach crowded with holidaymakers. "It was tremendous that Gavin Ross and Philipson bothered to come. Neither side has the opportunity for that sort of relaxed contact during term time. And another thing is that at Hospitalfield you are conscious of representing your particular school."

"It's a chance, too, to find out about the other colleges. Some of that can be a bit gossipy, like one school gives Hospitalfield students a generous amount for material compared with another. The important thing is that functionally the Scottish schools tend to be poles apart and this is the one point of contact for students."

The weeks of intense application will take outward form in the annual end of summer exhibition for the governors and friends of Hospitalfield, as well as a critic expected from *Art Monthly*. But most importantly for the students, the summer is solid preparation for the diploma year. And there's every indication that today's students are as appreciative as their predecessor who described Hospitalfield House as a place which, in some strange way, touched everyone who lived and worked there, and made it an experience impossible to forget.

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back to the polytechnic schools participating in the programme as an incentive.

The unit's role is seen as part of an overall strategy to increase the polytechnic's links with local industry and contribute to the economy of the East Midlands.

"Higher education institutions are always trying to prove that they are ivory towers," said Dr Bethel. "We are trying to prove the opposite. We are giving people the appropriate expertise and knowledge in order to help them do their job better."

As part of this strategy, the polytechnic's industrial liaison officer keeps a detailed computer record of all the firms in the area so that areas of need can be identified. The academic registry also keeps statistics of all students on short courses, and consultative committees in the polytechnic's schools help to formulate the short course programme.

In an attempt to make local businesses more familiar with the work of the polytechnic and in particular the short courses available, the short course unit and the industrial liaison centre also organize monthly lunchtime meetings for senior executives.

These meetings incorporate a speaker and discussion on topical subjects of interest to industrialists such as Britain's economic outlook, new industrial legislation, or aspects of trading with Western Europe.

The polytechnic has also set up the Leicestershire Small Firms Centre jointly with Leicestershire county council. This helps firms deal with a wide range of business problems, and provides specially designed short courses. It includes use of the Projects Scheme, whereby firms can have their business studied by senior executives attending management diploma and general courses at the polytechnic.

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Promoting new first principles

When I first became interested in teaching I remember it was quite common for teachers to talk about the three Rs: reading, writing and arithmetic. These were regarded as the basics, the hard unyielding centre of all serious educational activity. Such a view was regarded as that of good commonsense, the reasonable belief of a professional body of people, supported by parents and the society at large. Over the last few years somewhat imperceptibly the emphases have slightly shifted from the three Rs to what I will characterize as the three Ss. The nouns most employed by teachers today are, I suspect, skills, strategies and survival.

The word skill has become indeed all-pervasive; an incantatory word subduing critical reflection and engendering, simultaneously, a narrow technicism of mind. One has only to insert the word in the title of a conference or a publication to secure the immediate interest of thousands of teachers. Why does the word have such power? Perhaps it is because it feeds the automatic expectation of a technological civilization: that with the right techniques alone, things can be done, life yields positive results. To teach reading may be problematic but offering reading skills and the difficulties seem to be overcome, for they mysteriously evaporate in the new formulation. But it is not only reading, of course; like a cancerous growth, the word has spread into the whole body of educational discourse: thinking skills, drama skills, social skills, moral skills; communication skills, religious skills.

A Schools Council publication has spoken of "expertise in the skill of the religious language game." There you have it, in one short phrase, the bankruptcy of educational discourse in the new, quickly the word expertise and skills come together and how the burning existential matters of belief and aspiration become a game. The word skills, in so many of its educational contexts, cunningly excludes the deeper question of meaning and implicitly suggests, along with its pragmatic partner strategies, that education is a matter of adroit manipulation and mechanical movement. The two Ss usher in the one-dimensional philosophy of the operator and the engineer; they implicitly promote techniques and techniques and deny existential meaning and being. The third S - survival - while it has a legitimate self-appealing uncertainty of our educational work - similarly promotes a bleak minimalism of mind. For survival is a condition, it is not an end; it tells us nothing about what makes life worth the having, worth the intelligent and passionate pursuit. The sparse S bypasses the major educational question of what for.

Of course when the three Rs and the three Ss come together in such ubiquitous compounds as reading skills, writing skills and arithmetic skills, the chemistry is so powerful that few teachers are able to see that this meeting of traditional and technological elements raises the point, namely, that, furthermore, these compounds are the defective formulations of a mindless technicism, the final realization of the operational mentality in an activity once associated with breadth of consciousness and comprehensiveness of understanding.

It is not that the word skills has no meaning. It is that its meaning has usurped its function. Skills have been elevated as justifying ends and, in that now-worn capacity, allowed to restrict the very meaning of education. Technical know-how has been allowed to eclipse the philosophical and the existential. Thus the word skills in loving leads to obliterate the primacy of love as being in relationship and makes it a matter of manipulation, a matter of the operation of techniques. In this manner, the transcending concept is lost. Thus in the heart of educational dis-

An educational process that merely emphasizes so-called 'skills' is a predictable but inadequate response to the demands of technological age. Instead, Peter Abbs suggests, it should imbue wider, more philosophical senses of meaning

course we find what we might call the fallacy of technological civilization, that the human world can be understood in terms of operations and organized through technical means. The faith is that skills and strategies will secure our survival.

Against the three Rs and the three Ss, together or separate, I want to place not merely an alternative but as a deeper response, the three Ps: philosophical practice; process; and personal development.

By philosophical practice I mean the habit of grounding actions in comprehensive meanings. Applied to education it means that we view education fundamentally; that we see its principle concern as being the pursuit of meaning through the elaboration of symbolic forms in relationship to experience. This tenet is central to the long humanist tradition in teaching and learning. It stretches back to that prototypical teacher, Socrates. And it should not be given up in the present educational crisis.

Education may have many diverse manifestations, but while it remains education, it cannot be, primarily, socialization, indoctrination, training; it cannot be the means of imparting a closed, uniform set of values or theories on the still unformed minds of the student, whether they be religious systems, commercial systems or political systems. This is a simple reflection but, I suggest, axiomatic: for it means that education can only serve itself and that as soon as it serves another social force it betrays itself, and becomes a different kind of activity. Education, in our society, is so often a word which has a rhetorical purpose but no philosophical import. How many schools, colleges, universities in the west or the east, the northern hemisphere or the southern hemisphere, actually set out to educate, to excite the primary self-justifying quest for meaning? How many places of learning are committed to education as an ultimate, and not a secondary, category?

The first P, then, is philosophical principle: education as its own end which is not to deny that its repercussions on society are enormous. The second is process. We need to see education as a process, the personal attempt to make symbolic and perplexing experience. The attempt to grasp it can be: it is the attempt which endures, and it is the attempt, constantly renewed, to find the representative form, which is the hall-mark of education. For in a negative and paradoxical form, it is a truth about the educated person is that he or she is never educated. The process is always changing, deepening, freezing, drying up, moving again; a five becoming. Each answer becomes the path to a further question. Each stopping place the point for departure. The symbol is always provisional - even when it has proved its value.

John Dewey, the American pragmatist, expressed well the first two Ps I am out to establish, when he wrote:

"Education must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing."

To set up any end of education, as

furnishing its goal and standard, is to deprive the educational process of much of its meaning, and tends to make us rely upon false and external stimuli in dealing with the child."

The third P refers to the personal nature of the educational process. It can only take place inside the person who steps into his own life wanting to give it circumstance and inwardness. The person does this by meeting his own immediate experience with the counter-movement of intellect or imagination circling back on the flux of actuality to examine it, shape it, challenge and test it. In this dialectical movement, mind turning back upon itself to capture some significance, in this tension between symbolic elaboration and existential flow, consciousness is expanded and education becomes an event. The process is philosophical in nature and personal to the core. This has a number of implications for teaching. Above all, it means that the teacher cannot transfer education. He can provide the context, the stimulus, the example but he cannot create the actual event; that, to be meaningful, has to come from within each individual or it cannot come at all. No one can educate another, a sober truth that we constantly overlook.

One of the best ways of teaching teachers is to teach them not how to teach but how to learn; at least in that way they may become exemplary individuals. The first task of the teacher is personally to convey what it means to learn, what it means to ask questions of life, what it means to create, what it means to be oneself a seeker. The best teachers are always, like Socrates, struggling learners. When they cease to learn it could well be that they cease to teach. The personal act of teaching is not for representative meaning but for the essence of education. It cannot be transferred; but the example can release a comparable process from the centre of the other, from the so-called pupil or student.

The three Ps establish, I hope, a more adequate concept of education, more adequate than that suggested by the three Rs and the three Ss. Reading, writing and arithmetic do not of themselves create the educational consciousness simply because it is not the ability *per se* which matters but the use to which it is put, the kind of activity it generates. A person who has the literacy to read *The Sun* but not the ability to evaluate it is not educated; may well be, in fact, less educated than the illiterate tribesman who may be able to read his environment with discernment and personal judgment. Skills alone do not confer educational activity; they could even turn out people more gullible than they would otherwise have been, able to receive the symbolic messages of industrial culture but incapable of measuring personally their often insidious purposes. It is possible that our schools are turning out thousands of pupils who have the minimal skills, and the minimal Rs, and yet who are thereby even more exposed to the symbolic manipulation of their society. Intellectually impoverished, aesthetically deprived, culturally disoriented, they enter the world equipped only to uncritically absorb the messages of the copywriters and the dis-jockeys, who have no interest in their personal development whatsoever.

In teaching the three Rs and the three Ss without reference to the deeper three Ps we may have socialized our young but we have failed to engender the authentic educational process.

The author is lecturer in education at the University of Sussex.

Correction
The author of the article "The dramatic impact of the UGC" (THES, August 14) was Professor Peter Davison, not Davidson as printed.

To set up any end of education, as

Managing... but could do better

Kenneth Swann assesses the state of British management education and recommends a formal inquiry into its organization and future.

The recent cuts in education have focused attention on some of the problems confronting those engaged in continuing education and particularly those institutions providing management programmes. The complexity of the problem is good reason for encouraging a much wider debate in order that the importance of this area of education to economic development be recognized, and at the same time considerations be given to proposals for future organization and resourcing.

Management education in this country has, since the 1950s, staggered along, adopting different schools of thought, theories and panaceas in search of an approach which would satisfy the supporting client, his/her organization and contribute to improved industrial performance. Yet, is there any evidence which might suggest we have contributed to any improvement in general performance. None whatsoever. Indeed if we are to draw any conclusion from the abundance of evidence published during the debates following the Bacon and Eltis analysis of the UK economic situation we must conclude that we, that is we the providers, have made little impact.

During the past few years we have begun to notice and accept that some of the approaches to management development which have been successfully adopted on the Continent for many years are indeed transferable. The emphasis on the value of "doing things" and "achievement" have, we now recognize, much to offer. We see more interest being shown in programmes for in-service

managers designed to provide situations where "managing", "doing" and "learning" can take place simultaneously. A simple enough approach recognizing the need to relate theory to practice in a manner which develops in managers an ability to "learn how to learn" and in so doing develop an awareness of the demands of change and the effects upon their own future development.

We should recognize that there is a greater awareness of the effects of technological change, and this move towards action-based type programmes is to be encouraged. We notice the development of Action Learning programmes, the inclusion of action-based awards, and greater importance being placed on the implementation of project recommendations as distinct from depositing completed projects for assessment purposes only. If this is a desirable and necessary move it should be fully realized now that this instrumental approach is "resource rich" and one which does not fit comfortably within a system which rewards and continues to reward those courses with high SSRs, the more conventional, the more understandable, the easier to control, rather than directing resources towards the "resource-rich" action-based initiatives. Indeed within a system which finds it difficult to give account to supervisors of project studies there are distinct problems.

Some of the criticism levelled at the CEI has been concerned with the inability of such a complex organization, with so many vested interests to move in a direction which meets with the approval of all members. There are conflicts of interest within every professional body, at a very basic level the problem of raising entry standards and the subsequent loss of income present real problems which national bodies rather than, say, in the case of the UGC, professional or national interest. If there is a similar case within the professional management institutions? It is not surprising to some of us that one of the proposals put to Finniston

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was for the establishment of an Institution of Manufacturing Management. A worthy proposal, bearing in mind that Finniston suggested that our managers lack a technological awareness and were more concerned with promotional opportunities rather than developing a "product awareness" comparable to that of, say, the Japanese. The proposal is aimed at bringing together those institutions concerned with manufacturing technology and industrial management. There is a case for rationalization of professional bodies, a case which has been made several times in the last decade.

Indeed the initial concept behind the much acclaimed Certificate in Management Studies was one of rationalization, but our inability to convince the many professional bodies of the benefits resulted in different concept being advanced and adopted. With 12 or more bodies offering management education programmes the question must be asked again: is it not time to consider the adequacy and relevance of the total provision within the context of national needs?

The move towards "managing, doing and learning" comes at a time when resource rich approaches have very little chance of survival if ever they are given birth for reasons outlined above. And yet we do now have formal recognition that programmes do suffer problems, incentives which are not normally associated with full-time programmes. Consider for instance the recent DES discussion document on continuing education. The document takes the now accepted middle-of-the-road attitude. First it endorses the long held view of providers that post-experience programmes require special consideration but at the same time states that any special provision could only be made within the present institutional budgets. In other words, although it is in the national interest to develop continuing education to a point which satisfies the need to retain managers for two-thirds career changes, to bring implications and effects of technological change, it is left to institutions to renege what is suggested as an imbalance between the resource allocation afforded to full-time courses and that given to post-experience part-time programmes. An interesting approach but nevertheless one which emphasizes the difference in attitudes from those of our European neighbours. It could well be argued that Government departments should take a much more committed view towards the needs of industry rather than display a belated awareness of the problems and thus withdraw from the scene.

In conclusion, it does appear that there is some genuine concern being expressed regarding the nature and number of providers of management education and training programmes. At the same time we have recognition at DES level that post-experience continuing education programmes have special problems which are inhibiting development. There is now a greater acceptance that programmes should move more swiftly towards the resource rich action approach which again raises issues relating to the location and distribution of resources, coupled with which is the view that considerable benefits could be obtained by some rationalization of professional courses.

In total we have a situation which would benefit from a formal inquiry into the future, magnitude, resourcing and organization of management education in the UK.

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Few English institutions have been more repeatedly depicted in fiction than our universities; yet as Anthony Quinton wrote in 1958 with regard to novels about Oxford University: "It is odd how very poor most of them are, and indeed how very few of them are really any good at all". At the time this comment was published, it had been calculated that 85 per cent of all English university novels dealt with Oxford and Quinton's low opinion may be taken as applicable to the genre as a whole. But since 1958 there has been a major improvement in quality, largely related to the development of a whole new sub-species of university novel: a sub-species of which, in 1958, there existed only a single, pioneering example, Kingsley Amis's *Lucky Jim*.

Prior to the appearance of *Lucky Jim* in 1954, most university fiction belonged to one of four categories. The oldest was the university-comic novel, the tale of undergraduate life. This type of novel was pioneered by the anonymous *The Adventures of Oxymel Classic, Esq.: Once an Oxford Scholar* (1768), a scabrous tale of booze and sex, which is unfunny as well as unconvincing, though otherwise completely characteristic of the mid-Hanoverian period during which Oxford, otherwise drifting out of the mainstream of English life, shared at least in the coarseness of contemporary humour. With the general improvement of morals associated with the evangelical movement, novels of the *Oxymel* classic type progressed from depicting brutish debauchery to celebrating the more innocent lousiness of young gentlemen of the Victorian period - tipiness rather than DT's and screwing-up tutors' doors rather than abduction and homicide.

Perhaps the best example of this type, and the best-known Oxford novel of the 19th century was *The Adventures of Mr Verdant Green* (1853), by Edward Bradley, whose pseudonym Cuthbert Bede hinted at the disgraceful fact that he was a product of the new university at Durham. Since Bradley's day, his formula of satire but essentially innocent fun has been greatly improved on, and perhaps even works of sophisticated mockery such as Max Beer's *Zuleika Dobson* (1911) and Hamish Milles's *Raymond Morimer: The Oxford Circus* (1922) may be seen in this tradition, since they share a common characteristic of romanticizing the excitement of undergraduate life in such a way as to suggest the spirit of undergraduate life while misrepresenting its reality. This truth-to-spirit, infidelity-to-detail approach was perhaps most effectively handled by Evelyn Waugh's novel, *Decline and Fall* (1928) begins with the innocent and uninspiring protagonist being debagged and subsequently made the scapegoat for college rowdiness; this, save for the characteristic Waugh twist of the victim being punished for the crime, is pretty much in the *Verdant Green* tradition of ludicrous mistakes and innocent bolstering but later in *Brideshead Revisited* (1945) the more serious and committed view of industry rather than display a belated awareness of the problems and thus withdraw from the scene.

The second category of university fiction was that pioneered by John Galsworthy's *Reginald Dalton* in 1923. Subsequently the son-in-law and biographer of Sir Walter Scott, Lockhart went up to Balliol in 1808, at a time when Oxford University was passing through the phase of reform which brought to an end the academic sloth and high Toryism characteristic of the 18th century and prepared the way for the committed intellectual seriousness for which Victorian Oxford - the Oxford of Pusey and Arnold and Jowett - is customarily remembered. High seriousness could not be imposed overnight of course, and Lockhart's hero gets into bad company and is eventually sent down, but *Reginald Dalton* is the first novel to provide an earnest and painstaking account of Oxford as an educational experience, albeit an imperfect one: it may be said to be the first attempt in fiction: at taking Oxford seriously, and unlike novels of the *Verdant Green* type, is essentially autobiographical. The class of the tradition begun by *Reginald Dalton* is of

Life after Lucky Jim

John Schellenberger traces the history of the English university novel, and notes recent improvements in the genre.

course Compton Mackenzie's *Snister Street* (1913-1914) which launched, during and shortly after the First World War, a minor spate of nostalgia-for-a-departed-Oxford novels by young men at the beginning of careers as professional writers - Michael Sadleir's *Hyssop* (1915) Gerard Hopkins's *A City in the Foreground* (1921), Beverley Nichols's *Patchwork* (1921). In *Patchwork* the debt to *Snister Street* is quite explicit: "He read *Snister Street*, and he's made up his mind he was going to live that sort of life again. And when he came up, he found he couldn't". These novels are interesting - yet perhaps their very earnestness and fidelity to detail was the cause of their failure to appeal to the imagination: to a modern reader the laboured nostalgia is for something which is patently not there, and they seem rather dull novels about rather dull people.

The third category of university fiction is the college detective novel. Characteristically it has been written by the professional academic in moments of relaxation (and, possibly, financial need). The earliest was *An Oxford Tragedy* (1933) by a well-known Oxford figure of his day, J. C. Masterman, then a don at Christ Church but later provost of Worcester College. It was followed by Dorothy L. Sayers's *Gaudy Night* (1935), by *Death at the President's Lodging* (1936) by "Michael Innes" (pseudonym of J. I. M. Stewart) who wrote the book while lecturing at Leeds but later moved to Christ Church and by *Off With Her Head* (1939) written, with the assistance of his wife, by G. D. H. Cole who, as earlier comic novels however true to the subjective spirit of their material, to varying extents misrepresented the objective reality. Thirdly, precisely because of his success in portraying the bleakness of the provincial campus, Amis managed to establish the hitherto rather esoteric figure of the junior lecturer as the very archetype and epitome of the frustrated and confused young professional man at a time when there was, amongst the post-war generation, a growing sense of loss of direction and bitterness against surviving vested interests.

The immediate literary context of *Lucky Jim* is John Osborne's *Look Back in Anger* and John Wain's *Happy Days* (1954) which has its own dreadful academic types, Lockwood and Hutchins) Iris Murdoch's *Under the Net* - tended to suggest that the novel's location in a university was less significant than its general evocation of the frustrations of the mid-1950s. But within a few years of *Lucky Jim*'s publication, Britain's universities, participating in the last convulsive fling of the British economy, embarked on a period of major growth which generated a colossal optimism and sense of potential, the complete antithesis of the prevailing mood of *Lucky Jim*. Then, after less than a decade of growth, the funds began inevitably but unexpectedly to dry up, and the enlarged university system embarked on a new phase of stagnation and insecurity, a phase given an additional colouring of paranoia and defeatism by memories of the epidemic of student unrest during 1968 which had been, so to speak, the nemesis of the academic hubris of the mid-1960s. *Lucky Jim* thus became once again a tellingly accurate portrait of the prevailing mood of younger university lecturers and by the mid-1970s there had appeared a whole crop of fictional works about academics which, though ostensibly comic, expressed the general feeling of pessimism and pointlessness. In addition to *Lucky Jim* and Malcolm Bradbury's *Eating People is Wrong* of 1959, there were

David Lodge's *Changing Places* (1975) Simon Gray's play *Butley* (1971), Bradbury's *The History Man* (1975), Tom Sharpe's *Wilt* (1976); and perhaps one should also include John Wain's *Winter in the Hills* (1970) whose protagonist, Roger Furnival, is learning Welsh in the hope of getting a lecturing post at Uppsala, where he is counted on being able to indulge his liking for "tall, blonde girls with perfect teeth". These works have a number of features in common. Though comic, they all (with the exception of *Wilt*) have an underlying seriousness. Their protagonists seem fundamentally unsuited to teaching, manifesting hostile attitudes towards their pupils, ranging from the contemptuousness of Howard in *The History Man* to Butley's unremitting efforts to avoid giving tutorials in the most archetypal manner, looks back nostalgically upon a defunct era. Kingsley Amis's *Lucky Jim*, however, created a new sub-species of university fiction which was perfectly adapted to the era of university expansion which was about to commence.

Lucky Jim broke important new ground in a number of ways. First, it was set, not amid the dreaming spires, but on a dreary, unromantic campus in the provinces. The beautiful and inspiring locations of earlier university novels which their authors struggled, generally unsuccessfully, to integrate symbolically into their narratives were superseded by a landscape of characterless lecture halls and terraces which harmonized perfectly with the mood Amis wished to portray. This mood is one of frustration and revolt against the dullness and pointlessness of an academic career. Secondly, though the novel is comic, the degree of comic exaggeration is not excessive, so that *Lucky Jim* has some validity as a literal portrait of the dreariness of the life of a junior lecturer, and may therefore be regarded as a serious, as well as an amusing book. This is a noteworthy achievement, in that most earlier comic novels, however true to the subjective spirit of their material, to varying extents misrepresented the objective reality. Thirdly, precisely because of his success in portraying the bleakness of the provincial campus, Amis managed to establish the hitherto rather esoteric figure of the junior lecturer as the very archetype and epitome of the frustrated and confused young professional man at a time when there was, amongst the post-war generation, a growing sense of loss of direction and bitterness against surviving vested interests.

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Recent academic fiction evidences a decline in commitment and purposefulness

(excepting always the work of Tom Sharpe) seem to have disappeared; perhaps authors - or publishers - have sensed an alteration in the usual suitable setting. Consequently, a stimulating ingredient conspicuously absent from undergraduate novels of the early part of this century, returned to furnish possibilities of narrative development and dramatic confrontation, as in Julian Mitchell's *Imaginary Toys*, Margaret Forster's *Dames' Delight*, Andrew Sinclair's *Mr Friend Judas* and Leo Bellingham's recent *Oxford: The Novel*. But as was the case with the undergraduate fiction of the Sadleir-Hopkins-Beverley Nichols generation, this type of novel still suffers from being attempted by very young authors at the outset of their literary careers: *Imaginary Toys* and *Dames' Delight* were first novels, while *Mr Friend Judas* and Auberon Waugh's *The Path of Dalliance* were second novels, both Sinclair and Waugh having previously published novels based on their National Service experiences - a curious progression from the days of Gerard Hopkins

and Beverley Nichols who had both preceded their undergraduate novels with novels about public school. An interesting contribution to the *Reginald Dalton* tradition is J. I. M. Stewart's *Young Panulio* (1975). Though so much more ambitious, J. I. M. Stewart's novels are much less proficient than the detective stories he published under the pseudonym Michael Innes, and the *A Staircase in Surrey* sequence, of which *Young Panulio* is a part, is pleasantly insipid, thematically indebted to C. P. Snow, and in its style resembles a pastiche of Anthony Powell. *Young Panulio* is a remarkable however in that, at first glance semi-autobiographical, it in fact describes undergraduate life during a period 20 years later than the author's own undergraduate career, a period moreover when the author was himself lecturing at Queen's University, Belfast. Unfortunately it shares with Margaret Doody's *The Alchemist* an unfortunate tendency to spin out the painstaking evocations of Oxford with unconvincing incidents of plot.

Both J. I. M. Stewart and Margaret Doody are university teachers of English; their novel-writing suggests a professional parallel to the careers of Kingsley Amis, John Wain, Simon Gray, David Lodge and Malcolm Bradbury, but in their writing, as in their lives, they have nothing in common. J. I. M. Stewart's and Margaret Doody's fiction belongs to an older and essentially only partly reviving sub-species of the university novel. It is the work of Amis, Gray, Lodge, Bradbury and, in part, Tom Sharpe which seems to represent the most significant trend in the university fiction genre; not least because of what they have to say about the current ethos of British higher education. Their fiction is by academics and about academics, and the fact that the picture they each give is to a large extent the same picture demonstrates that it must be a faithful depiction of the mood of, at least, a significant element amongst the staff of Britain's universities; or at least, in the English departments to which these writers belong or belonged.

First, there must be some significance in the fact that the university fiction of Amis, Lodge, Bradbury and Gray is ostensibly comic, whatever its underlying seriousness: a fact partly underlined by the discovery that David Lodge does not adopt a comic voice when writing novels about subjects other than university or academic research, and insists that he has not "lost faith in traditional realism as a vehicle for serious fiction". Presumably members of university English departments are entitled to their fun as much as the next man, but all this comedy seems a little inconsistent with the high seriousness and moral earnestness which F. R. Leavis argued should be inseparable from the study of English literature. "Nobody takes anything seriously any more. But universities are serious places, and serious people," says a character in *Butley*. Perhaps this is a genuine authorial *cri de coeur*. The bad relationship which the protagonists of academic fiction tend to have with their pupils, and their awareness of their own intellectual inadequacy, seem part of the same loss of confidence and direction.

As pointed out earlier, fiction in the *Lucky Jim* tradition partly preceded, partly followed on from the era of university expansion. This expansion was not accompanied by very much in the way of increased awareness of what was actually going on inside universities. Despite the self-consciousness of individuals at university, the British university as an institution is remarkably little given to intelligent self-inspection.

The academic fiction of recent years both portrays and in itself represents evidence of a decline in commitment and purposefulness. In a sense *Butley* and *Changing Places* are the new Eng. Lit. establishment's answer to Leavis. It was inevitable that Leavis's somewhat preposterous certainties should not remain unchallenged, even during his lifetime; but given the external pressures on today's universities, it is perhaps a little worrying that Leavis's seriousness and commitment should have so far gone out of fashion. Nevertheless it is interesting to see how faithfully this academic development is mirrored in the fiction academics produce.

BOOKS

Giscard - could have tried harder

France in the Giscard Presidency
by J. R. Frears
Allen & Unwin, £10.95 and £4.95
ISBN 0 04 354025 2 and 354026 0

The foreign observer of a nation's government and politics who eschews the mere descriptive anatomy of a foreign system finds himself obliged to form the personal value judgments which flesh out the dry bones and give a point to his arguments. France, attracting as it does a fascinated attention and an almost reluctant but essentially emotional affection on the part of so many British observers, provides a clear example.

Jack Hayward's *The One and Indivisible French Republic* (1973) and Vincent Wright's *The Government and Politics of France* (1978), admirable though both are, reveal to the attentive reader the personality of their authors. John Frears in his study of *France in the Giscard Presidency*, published as an "end-of-term report" to coincide with the presidential election of May 1981 is open about what he is doing. He is writing not only as a well-informed academic observer of France but as an English county councillor and justice of the peace. He is prepared to ask questions which reveal the gap between the unspoken assumptions on the two sides of the Channel. The crucial question, perhaps, is "how does the French President get away with it?"

It is in his final chapter that John Frears addresses this question directly, but the answers accumulate

throughout the book. The first part concentrates on President Giscard himself, sketching in, briefly, his family background and political base, the nature of the presidency to which he attained and the political ideas which have informed his career. One chapter follows the fortunes of the Giscardians through what Frears calls "the continuous election campaign" of the septennial. The contradictions of a system which gives the French President the longest term of any western political leader, and obliges him to appear above political manoeuvres and yet constantly engages him in electoral battles emerge, in brief and simplified form, from Frears's study. He attempts to resolve the paradox by seeing 1981 as the key date - re-election would have meant, at last, the entrenchment of a Giscardian era. Writing months before the election was due Frears may perhaps be forgiven for failing to forecast that precisely this might sway the outcome of the vote.

The second half of Frears's study is concerned with accounts of progress in a number of key areas. In foreign affairs and defence (still quintessentially the President's own field) he underlines the constraint that exists - the President's need to keep within a Gaullist framework. He also points to the absence of other constraints, the ineffectiveness of lobbies and groups and the unwillingness of Parliament to call to account. In his studies of economic, environmental and social policy, institutional policy and civil liberties,

similar themes emerge. Frears the local politician casts, for instance, a wondering eye over the role of "what is laughably known as a public enquiry" (page 146). Frears the magistrate allows for the differing concepts that underlie the French and British judicial processes, but concludes that in France reform is both necessary and not pursued. His judgment of Peyrefitte's law on "liberty and security" is properly harsh. Frears's book, easy to read and assuming only a modicum of previous knowledge about contemporary France, will certainly be much consulted by those anxious to have an up-to-date and accessible account of France in the late 1970s. Its scale and coverage may explain oversimplifications and omissions (nothing on agriculture). It is the end-of-term report of a remote but fair-minded and even-handed schoolmaster, dispensing praise and blame judiciously, if perhaps a little too inclined to accord to his subject the benefit of the doubt.

Anne Stevens

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W.G. Besley's *The Modern History of Japan* is now available in a third, revised edition from Weidenfeld and Nicolson at £12.50 and £6.95. The principal changes to the text have taken place in the last four chapters, which deal with the period since 1930. The bibliography has also been revised.



A photomontage by John Heartfield in 1934 of the metamorphosis of death's-head moth, incorporating the heads of Germany's successive leaders, Ebert, Hindenburg and Hitler. It is taken from William Weaver's *Master of Caricature* (from Hogarth and Gillray to Scarfe and Levine (Weidenfeld & Nicolson, £15.00).

BOOKS

Why the Conservatives won

Britain at the Polls 1979: A study of the general election
edited by Howard R. Pennington
American Enterprise Institute, distributed by Transatlantic Books Service, £5.50
ISBN 0 8447 3402 0

Since the pioneering Nuffield College study of the 1945 election our understanding of the democratic process, and of elections within that process, has been enriched by the development and sophistication of opinion polls and more detailed surveys, based on questionnaires. For the 1979 election Butler and Kavanagh's speedily-produced Nuffield study is now followed by this new addition to a series which has already covered elections in a dozen countries since 1973.

Together nine authors throw new light on some central issues: what kinds of people voted how, and what factors influenced them? The first eight chapters tie in well together, and lead up to Ivor Crewe's masterly conclusion, "Why the Conservatives Won". Austin Ranney on the electoral system is followed by Anthony King with a long and well balanced account of the events of 1974-79, and in particular the months which led to the first defeat of a British Government on a vote of confidence in recent times.

Three authors examine, one by one, the campaigns of the parties, aided by the help of participants who were ready to talk about their aims and methods. The Conservatives, in the euphoria of victory, seem to have been particularly expansive in telling William Livingston about the nuts and bolts of their organization. Richard Rose on opinion polls is followed by two experts, both engaged on cross-national research. First, Michael Pinto-Duschinsky shows, in as much detail as possible, how each party got and spent its money; he shows what is revealed and what is not, and he notes the value of the "subsides" involved in free broadcasting time, along with the Conservatives' use of money to buy help with techniques of presentation, particularly on television. Monica Charlott's chapter on women is partly based on her own special

survey. Two Crewe's concluding chapter is based partly on the Gallup survey which he designed and conducted on the eve and day of polling. One of his findings indicates that the Conservatives owed their victory in part to their success in attracting votes from groups which normally tend towards Labour. In comparison with 1974, the swing from Labour to Conservative is given as 10 per cent among skilled manual workers, and 20 per cent in the newest generation of young voters. Yet the swing was much lower among the middle class and among women; and both the professional-managerial group and middle-class women aged over 55 actually swung to Labour. This evidence for "class dealignment" is the more remarkable by the simultaneous strengthening of regional alignment, which is generally thought to be related to the class composition of the populations of the regions; the Conservatives fared very well in the South, where they were already strong. Crewe's survey tells us much about voters' perceptions of issues, judgments of party leaders and reactions to the parties' various efforts at persuasion, but it offers no conclusive answers about the long-term movement of the voters. One minor point emerges: the Conservatives' sales techniques appear to have attracted to them a small number of voters who did not make up their minds until the end of the campaign. Yet the Liberals' television broadcasts, which lacked the help of professional advertising experts, "appear to have had an even greater impact than the Conservatives'."

Monica Charlott's questions to a sample of women (and where applicable, their husbands) gives evidence of increased female independence, but does not explain why, for the first time since surveys began in Britain, women were in 1979 no more inclined than men to vote for the party of the right. (Charlott also discusses the dismal fact that, though the two major parties together fielded more women candidates than at any previous election, they chose them, more than ever before, in seats which could not be won; as a result, the number of women MPs [19] is the lowest for many years.)

Some of the most significant questions "defy the efforts even of the most ambitious operators of surveys; but Charlott does not give much weight to the differential effects of electoral systems.

With nine independent authors there is inevitably some repetition; we hear too often about the details of the discomfords of the winter of discontent. Some inconsistencies have been left unnoticed. Although there is no systematic treatment of the opinion polls of the crucial months of August-October 1978, King, Rose and Crewe mention polls of this period in such a way that coordination seems to have been lacking. On page 199 Rose mentions that "the Conservatives were handicapped in turning votes into seats", and the figures on page 334 show a small part of the facts of the consistent over-representation of declining cities as compared with growing rural and ex-urban areas; but Ranney's introductory chapter fails to deal adequately with the problem, or to deal with the questions suggested by his co-authors.

Rose calls his chapter on opinion polls, "Towards Normality"; the winning party had a clear majority, and the predictions of the final opinion polls were correct. Nothing else about the election of 1979 was normal; above all, the Government in office could not choose the timing. Its one-vote defeat took place in the midst of an accumulation of absurdities, and came at the end of six months dominated by irrationality and contradiction. One element of sanity was present: the concordant between Government and unions, produced soon after the winter's strikes. Its real effectiveness was not tested, and its impact on the voters is not measured here, though the subsequent movements of the polls give scope for speculation.

On the whole the authors of this book have succeeded well in weaving together the results of their investigation, and in deepening our understanding of their subject.

Peter Bromhead

Peter Bromhead was formerly professor of politics at the University of Bristol.

Mapping the vote

The British Voter: an atlas and survey since 1885 (second edition)
by Michael Kinnear
Batsford, £20.00
ISBN 0 7134 3482 1

Elections attract a great deal of attention among social scientists because they produce so much data; to quote one authority, they are a politician's dream. Further, the nature of electoral data allows the dream to take a variety of forms (some closer to fantasy than others).

Using election results, some analyses and interpretations are straightforward: how many seats did each party win? where? which seats changed hands? But others are much less straightforward. Voting is by individuals, but electoral data refer to population aggregates (defined territorially). Thus who voted for whom, and why? Only informed speculation can be used to answer these questions - guided by opinion polling of small samples of electors, rarely enough in one place to answer questions about particular outcomes. To some people, the potential for such speculation is one of the attractions of electoral study.

Attempts to write "social science history" of British elections must combine the presentation of information with analytical speculation. Hence "an atlas and survey": the atlas provides the information, and the survey the speculation. Such a twin purpose is not made very clear by Professor Kinnear, although he concludes his introduction with a reference to tentative hypotheses. The first edition of *The British Voter* was published in 1968. This is an updated edition, with ten more pages of maps covering the 1966-79 electoral period (including the European elections and the 1978 referendum) plus brief accompanying text - not alongside the relevant maps as earlier in the book. None of the earlier material has been revised: 1966 remains the end-point of British electoral history for the first 137 pages.

The cartography is by the author, and is in a variety of styles. The new maps are generally much clearer, and more attractive than the earlier ones. Professor Kinnear defends his

use of "real" maps as against diagrams, which means that much of urban England has to be represented either by insets (whose exact locations are nowhere indicated) or by marginal symbols: as a result each map page is very cluttered, and many are difficult to read.

The data mapped reflect - apart from the basic "who won where" map for each election - Professor Kinnear's interests. These focus on the decline of the Liberals in the 1920s. The maps and discussion are interesting, but neither the structure of the book nor the quality of the particular facts are justified. Why, for example, map Glasgow Council Elections results for 1921 and 1922 and no other local government elections? Much of the survey is concerned with the minutiae that beset so many historical scholars.

Kinnear is best for pre-1939. His style is not very attractive; there are errors, and some annoying interpretations and terms creep in. Of Britain, we gather, is a sum. The main complaints are of incompleteness. Unless one knows what the geography of Britain is it is hard to follow some of the discussions. The regional definitions are given, but one needs a lot of background knowledge of British political history (to sort out the confusion of Conservative, Liberal and Unionist) and the role of Joseph Chamberlain in 1900, for example. Finally, the analysis is sometimes weak. Two terms may emerge. One involves regional effects, and is visually easy. The other involves type of voter effects (for example, mining voters) and is not easy to discern from a single map: Professor Kinnear sometimes unhelpful in his (lack of) use of the maps.

This second edition is full of interesting information and speculation, but the latter could have been more comprehensive and more better presented. With modern cartographic methods, a more pleasing atlas could have been produced, with less effort, leaving for a more incisive analysis, based on a fuller bibliography.

R. J. Johnston

R. J. Johnston is professor of geography at the University of Sheffield.

BOOKS

Clarifying the 'Vision'

The Theme of Government in Piers Plowman
by Anna Baldwin
Boydell and Brewer, £15.00
ISBN 0 85991 073 3

The Vision of Piers Plowman
by Terence Tiller
D.C. Publications, £9.50
ISBN 0 563 17892 2

In her rather short but closely argued book, Dr Baldwin first examines the problems of power in the *Vision of Piers Plowman* from the evidence both of political theory, as represented by medieval lawyers and theologians, and political practice, as represented by complaints about the actions of Richard II.

She believes that some of the C text's revisions of the B text's Prologue demonstrate that Langland's preference was for royal absolutism. Later, too, in the allegory of Meed, the wholesale corruption of law, in the provinces and London alike, forces the King to exercise pragmatic justice through his prerogative court where "natural" law, as administered by Reason and Conscience, replaces the corrupt law which has been shown to be inadequate to cope with Meed and her supporters. The emphasis on a more literal reading of this allegory is a useful corrective to some recent criticism and is justified by very full documentation.

In the second part of the book, Dr Baldwin considers three "subjectings" - Piers, Christ and the Conscience of Doctes (where he lacks the support of Reason) - those who choose to share their subjects' trials and who lead by example. There would seem to be rather wider differences between these three than she shows. Then comes the King's authority and Conscience by his very nature must make his appeal to men's hearts, but Christ's is a real choice, a willing renunciation of

absolute power. Even so, a surprising amount of the legal imagery used in the encounters between Christ and the devils is shown to reflect contemporary usage.

The study makes no startling new discoveries, but its forte is to show how an awareness of the historical and political context (which has recently been rather neglected in *Piers Plowman* criticism) leads to a much more informed reading of the poem. It does not seek to deny Langland's moral concern, rather to show that, especially in the *Vision*, it is only part of his purpose. It might have speculated more; what, for instance, motivates Meed? Desire for patronage or influence? sheer greed? Are there really two Consciences in different parts of the poem? But to do so would perhaps have diverted attention from the close consideration of one aspect of *Piers Plowman* which was its purpose. The book is the first of a projected series of *Piers Plowman* studies; its successors will do well to maintain the same standards of relevance and scholarship.

Piers Plowman is something of a trap for translators because of its wide range of diction. This problem is aggravated by the decision, in Terence Tiller's full version of the abridged broadcast text of 1980, to use a modern version of the alliterative long line. But generally this is a good translation where the idiom is neither too extreme nor too outdated, and where metrical difficulties have been partly overcome by a liberal use of italics and a frequent habit of putting alliteration on the fourth and last strongly stressed word (which Langland himself does occasionally).

Narrative is easier to manage than conversation, particularly conversation between allegorical characters which can seem stiff and stilted. One test of a translation of this poem is therefore not so much in the obviously dramatic passages as in the long debates: Mr Tiller is especially good in the altercation be-

tween Meed and Conscience and in passus XI and XII where the Dreamer is put right about the proper value of learning and reason.

There are curiosities, however. Piers does not "push through a hedge" at his first appearance, and after the Pardoner he resolves not to labour so hard as before, not to "toil and sweat no more". The pardoner who tidied up Liar dressed him in rags not napkins, and "cavaliere" seems strange for the various knights in the poem, especially the one on the half-acre. Some of the surprising translations are of Skeat's text, and although the handy Schmidt Everyman edition probably came too late to help Mr Tiller, a check on the Kane-Donaldson B-text would sometimes have cleared up a difficulty.

Here and there are phrases which seem meaningless (to me, at least): "sets leashes on love", "(Christ) courtously incarnate", "thriving thoughts" and "half no-time". Words like "collogue", "apostate", "doited", "bridewells", "rentiers", "conjured", "biddable", "blazon", "part" of the vocabulary of a literate adult will perhaps strike younger readers as puzzling. They will not be helped either by some misleading statements in the introduction about the illegitimacy of Langland (unproven), his dialect (uncertain), his wanderings (probably not from the West Midlands to East Angles), the date of the C text (in part before 1387, as Dr Baldwin notes), and a tendency to accept without question the identity of the introduction and the poem. The latter parts of the introduction and the poem are much more useful, and it is worth pointing out these blemishes because the translation as a whole is unquestionably good enough to tempt the reader to try the original - and one can ask no more than that.

Stanley Hussey

Stanley Hussey is professor of English language and medieval literature at the University of Lancaster.

Two styles of Romanticism

Romanticism, Rebels and Resentment: English literature and its background, 1760-1830
by Marilyn Butler
Oxford University Press, £7.95 and £3.99
ISBN 0 19 219144 6 and 289132 4

Introduction to Keats
by William Walsh
Methuen, £7.95 and £3.25
ISBN 0 416 30490 7 and 30500 8

Dr Butler's new book does not quite match its large sub-title. She says little about literature before 1790 and is selective thereafter. Sterne has two sentences, Cowper three, Keats and Burns are mentioned in passing, Crabbe is a name in a list, and Austen and the main Romantic movement get fuller but not necessarily balanced treatment. As to the "background", much is made of historical events like the French invasion of Switzerland and the French invasion of the Channel, but these are treated in a chronological appendix. "Background" means rather "cultural context" - in periodical press of the 1790s, an immensely important matrix for new writing. Nevertheless, this is an enormous book with few slack pages. It is not so much a survey as an essay in conceptual reinterpretation.

As in her *Peacock Displayed*, Dr Butler thinks that the kind of neoclassicism found in the art and architecture of this period by Hugh Blair and others - severely plain, monumental, and international, humanistic - is his counterpart in English literature. Indeed, she takes it to have been the "dominant" style circa

1760-1798, and counts among its triumphs Blake's *Songs* and *Mary Shelley's Lyrical Ballads*. But reaction to the Terror bred hosannas to Wordsworthian selflessness and to neoclassical values, stilling them in England while Napoleon perverted them in France. By 1800 a conservative, insular, mystical and inward-looking ethos was in the ascendant, and it is this ethos that Dr Butler tends to call "Romantic". A dialogue followed between the two styles. In the *Biographia Literaria* Coleridge repudiated democratic elements in the early Wordsworth; Shelley and his friends mocked the withdrawn self-sufficiency of *The Excursion*. This group revived some neoclassical virtues between 1816 and 1822 with their "cult of the South", whose masterpiece was *Don Juan*. Thereafter, neoclassicism was defeated and disappeared.

Such a reading of the period justifies Peacock as against Mr Flosky. Dr Butler gives high marks for progressive social attitudes, or at least responsible ones (Jane Austen and the "ambiguous" Scott come off well). Correspondingly she devalues that exploration of the self which some see as Romanticism's greatest achievement: one of her disapproving words is "solipsistic". Yet she is flexible enough to give an appreciative page or two to the *Elia* essays, praising them for their eighteenth-century qualities of precision, realism and limitation and control. Dr Butler stimulates but does not quite persuade. A neoclassicism that embraces Blake and Gibbon must be at least as protean as the old Romanticism; phrases like "the common idiom of the Enlightenment" do not face up to the difficulties. The ideas canvassed here seem less illuminating for the literature than were those in Dr Butler's excellent *Jane*

Austen and the War of Ideas. (How much does it help with *Alas for Frankenstein* to see them as responses to Wordsworthian selflessness?) Also, though some thin ice and special pleading are inevitable in a sketch of this kind, Dr Butler seems to bend her facts too far and too often. Pope is written off as "roccoco" because neoclassicism requires some such antecedent. We hear of "the cry of 'jacobinism' that greeted the *Lyrical Ballads*", whereas it was the Tory reviewers who praised Wordsworth's experimental poems between 1798 and 1802 and the Jacobin Southey who damned them. The book is meant for students, and the best would get something out of it; for others it would be a treasury of misconceptions.

Professor Walsh's *Introduction to Keats* is a very different matter. He centres it on Keats's personal development, quoting the letters at length so often that the book is almost an anthology, which is no bad thing. Bate, Ricks, Stilling and others are used moderately to help with the criticism; there is less Leavis and Lawrence than one might expect, though rather a lot of Santayana. Professor Walsh thinks "the modern reader finds a peculiar difficulty in entering into the intellectual and emotional world of the nineteenth-century Romantics", but he does not analyse this difficulty, or show any doubt as to who and what the Romantics were. "Background" is minimal, politics are two references about them. A safe, unhearty book to lend to undergraduates.

Derek Roper

Derek Roper is senior lecturer in English literature at the University of Sheffield.

Literary competence

The Pursuit of Signs: semiotics, literature, deconstruction
by Jonathan Culler
Routledge & Kegan Paul, £7.95 and £3.95
ISBN 0 7100 0757 4 and 0758 2

It is some years since Jonathan Culler, in his much applauded *Structuralist Poetics*, offered an influential account of a theory of literature inspired by linguistics and semiotics. Much has been published since then, and Professor Culler's new book, bringing together in revised form essays written over recent years, is in many ways a continuation of the themes of the earlier book set against the background of the changing perspectives of the present.

In *The Pursuit of Signs*, while still dealing with the project of a theory of literary competence and with issues of literary structure, Culler turns his attention to critical developments in the United States. As it moves from semiotics as a theory of reading to some of the strategies of deconstruction, the book retraces the major emphases of recent debates.

The Pursuit of Signs presents a lucid survey and cogent reappraisal of many areas of abiding interest, ranging from approaches to reading to intertextuality, metaphor, narrative structure, and techniques of apostrophe in lyric verse. After a succinct restatement of the aims of literary semiotics, Culler reviews in detail recent attempts, by Stanley Fish, Michael Riffaterre, H. R. Jauss and others, to elaborate a theory of reading. His central preoccupation is with the need to distinguish a theory of literary competence, analysing those norms and conventions which underpin readings and make them possible and plausible, from a theory of reading designed to produce better and more accurate interpretations of texts. As a result of what he views as the reductive and inhibiting assumption that theory should serve to produce new interpretations of works, Culler detects in the authors he studies a constant temptation to slip from the first, descriptive endeavour to the second, more prescriptive one. Literary theory, Culler insists, should not interpret; while identifying norms of reading, it should not itself be normative.

Culler's position is a strong one, and he argues it convincingly and with generosity. But it remains questionable how such a theory of competence can escape the aim of interpretation. For to analyse norms is to

set them against a context of their relativity. A theory of readings is itself necessarily a practice of reading. Though a theory of competence will seek, as Culler shows, to identify structural attributes rather than to apportion meanings, it will inevitably install in the text a potential for interpretation which will be a reflection of its own theoretical principles. The question arises of the methodological superiority of the theory to the readings it will analyse. Culler remains optimistic about the possibility of elaborating a descriptive approach which, by standing outside interpretation, would show the operations by which interpretations are produced. But it is arguable that the hierarchical opposition Culler establishes between theory and interpretation proves as unstable as some of those he considers in the concluding section of the book.

In his last chapters, Culler moves into the deconstructionist perspective opened up by the work of Derrida and Paul de Man. He illustrates the methods of deconstruction in his own analyses of metaphor, story and discourse in narrative, and a reading of M. H. Abrams's *The Mirror and the Lamp*. Deconstruction, he shows, is initially a sensitivity to those problematic areas in texts which admit of two equally coherent but mutually antagonistic modes of intelligibility. Such is the case, for instance, when a text asks to be considered both as a performative event and a coded repetition of words. Elsewhere, deconstruction examines how certain hierarchical couples, like metaphor and metonymy, expression and imitation, while asserting the superiority of the first term, lurch into indeterminacy and aporia when the minor term is seen already to inhabit, and thus undermine, the dominance of its opposite. It is often claimed by post-structuralists that such discontinuities of structure underline the very impossibility of a semiology of literature. Culler, however, remains justifiably more circumspect and emphasizes rather the interdependence of semiotics and deconstruction in their common approach to meaning as a relational system.

In its wide-ranging and perceptive discussion, *The Pursuit of Signs* is a constructive contribution, cautious yet incisive in its thinking. It is a collection many will find useful and thought-provoking.

Leslie Hill

Dr Hill is lecturer in French studies at the University of Warwick.

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Assistant
(£2145-£2783 inclusive of London Allowance)
Required to investigate the influence of deformation and annealing treatments on the structure and properties of a-biased, baring alloys. Applications are invited from Honours graduates in either Physics or Metallurgy. The successful candidate will be responsible for the development and delivery of a postgraduate programme in this field. The Chair holder will also be expected to contribute to the University's research efforts in this area. Applications should be sent to the Registrar, Polytechnic of Central London, London WC1N 3TF.

POLYTECHNIC
OF CENTRAL LONDON
Research
Assistant
(£2145-£2783 inclusive of London Allowance)
Required to investigate the influence of deformation and annealing treatments on the structure and properties of a-biased, baring alloys. Applications are invited from Honours graduates in either Physics or Metallurgy. The successful candidate will be responsible for the development and delivery of a postgraduate programme in this field. The Chair holder will also be expected to contribute to the University's research efforts in this area. Applications should be sent to the Registrar, Polytechnic of Central London, London WC1N 3TF.

PAISLEY COLLEGE

DEPARTMENT OF MATHEMATICS & COMPUTING
(Salary Scale Lecturer 'A' £5958 to £11307 - review pending)
LECTURER/SENIOR LECTURER IN COMPUTING
Applications are invited for this Lectureship or Senior Lectureship to augment the teaching team for the CNAAS Sandwich Degrees in Computing Science. Applicants should possess an honours degree, not necessarily in Computing (Computer Science), together with research or industrial experience in software engineering, particularly in operating systems for microcomputers, or in real-time systems, or in database or graphics, or in the use of computers in research or in industry. The successful candidate will be responsible for the development and delivery of a postgraduate programme in this field. The Chair holder will also be expected to contribute to the University's research efforts in this area. Applications should be sent to the Registrar, Paisley College, Paisley, Scotland.

PAISLEY COLLEGE

DEPARTMENT OF MATHEMATICS & COMPUTING
(Salary Scale Lecturer 'A' £5958 to £11307 - review pending)
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THE POLYTECHNIC - HUDDERSFIELD

Department of Marketing Studies
Lecturer II in Marketing Studies
Ref: ACA/438
Applications are invited from graduates to join a staff of Marketing and Business Studies teaching on degree or diploma courses. The successful applicant may specialise in any area of marketing, but will be required to undertake introductory courses in marketing, and also to assist the department in administration and student industrial training placements. Salary: £6,462-£10,431. Further details and application forms which should be returned by Friday 11th September, 1981, are available from The Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH. (Tel: 0484 22288).

Colleges of Technology

LOTHIAN
REGIONAL COUNCIL
NAVER COLLEGE OF
TECHNOLOGY
SENIOR LECTURER IN
COMPUTER SYSTEMS DESIGN
The Naver College of Technology is seeking applications for a Senior Lecturer in Computer Systems Design. The successful candidate will be responsible for the development and delivery of a postgraduate programme in this field. The Chair holder will also be expected to contribute to the University's research efforts in this area. Applications should be sent to the Registrar, Naver College of Technology, Edinburgh, Scotland.

LOTHIAN
REGIONAL COUNCIL
NAVER COLLEGE OF
TECHNOLOGY
SENIOR LECTURER IN
COMPUTER SYSTEMS DESIGN
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Colleges of Higher Education

Bolton Metropolitan Borough

BOLTON INSTITUTE OF HIGHER EDUCATION
BOLTON METROPOLITAN COLLEGE
Applications are invited for the posts of PRINCIPALS (Designate) of these two colleges of commerce January 1982. Both institutions will be established in September 1982 as the result of the reorganisation of further and higher education provision within the Authority. The Institute of Higher Education will be responsible for the higher and advanced further education work now carried out in Bolton Institute of Technology and Bolton College of Education (Technical). This includes 15 teaching training and a range of degree, post-graduate, diploma and certificate courses in Technology and Humanities. Full-time staffing will be approximately 260. The Metropolitan College will be responsible for non-advanced further and community education and will have approximately 300 full-time staff. The Principal designate will spend the period from January to September 1982 working with Officers of the Authority in preparing for the opening of the institutions. Application forms and further details obtainable from the Director of Education, P.O. Box 63, Paderborn House, Civic Centre, Bolton BL1 1JW quoting ref. AdJH/F. Closing date 4th September, 1981.

Librarians

University of London
ROYAL POSTGRADUATE MEDICAL SCHOOL
Assistant Librarian (Reader Services)
Applications are invited for the post of Assistant Librarian (Reader Services) to be responsible for reading room services and for the inter-library loan service. The successful candidate will be responsible for the development and delivery of a postgraduate programme in this field. The Chair holder will also be expected to contribute to the University's research efforts in this area. Applications should be sent to the Registrar, University of London, Gower Street, London WC1E 6BT, UK.

Overseas

UNIVERSITY OF TRANSKEI
Applications are invited from suitably qualified candidates for appointment to the following posts:

FACULTY OF SCIENCE
(a) Professor/Senior Lecturer: Mathematics
(b) Professor/Senior Lecturer: Statistics
(c) Senior Lecturer: Chemistry
(d) Senior Lecturer: Applied Mathematics
Professor and Department of Chemistry

MINIMUM QUALIFICATIONS:
Professor/Senior Lecturer - Chemistry PhD plus relevant experience. Other Posts: Relevant qualifications plus experience. Closing Date: 1 January 1982.

Salary:
Professors: R20 040 x 810 - 20 850 x 800 - 26 250 p.a.
Senior Lecturers: R14 376 x 810 - 20 850 p.a.
Additional benefits include payment of removal of furniture and personal effects, assistance towards University Education of children, accident insurance cover, study leave, gratuity on retirement and membership of Group Insurance, Pension and Medical Schemes.

Applications should be sent to the REGISTRAR, UNIVERSITY OF TRANSKEI, PRIVATE BAG 9002, UMLAATI, REPUBLIC OF TRANSKEI, SOUTHERN AFRICA. Applications should be accompanied by curriculum vitae as well as full postal addresses of at least three (3) referees.

UNIVERSITY OF NATAL

DEPARTMENT OF STATISTICS AND BIOMETRY
PETERMARITZBURG
Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of SENIOR LECTURER/LECTURER.

SENIOR LECTURER: R14 376 - R20 850
LECTURER: R10 885 - R18 230

The commencing salary will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual salary bonus equivalent to 8.5% of one month's salary is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on the University of Natal are available from the Registrar, University of Natal, Private Bag 9002, Umlaati, Natal, South Africa. Applications should be sent to the Registrar, University of Natal, Private Bag 9002, Umlaati, Natal, South Africa. Applications should be sent to the Registrar, University of Natal, Private Bag 9002, Umlaati, Natal, South Africa.

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FACULTY OF SCIENCE
(a) Professor/Senior Lecturer: Mathematics
(b) Professor/Senior Lecturer: Statistics
(c) Senior Lecturer: Chemistry
(d) Senior Lecturer: Applied Mathematics
Professor and Department of Chemistry

MINIMUM QUALIFICATIONS:
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Salary:
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Colleges of Higher Education

Bolton Metropolitan Borough

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BOLTON METROPOLITAN COLLEGE
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Librarians

Overseas continued



Kuring-gai College of
Advanced Education
Sydney, N.S.W. Australia

PRINCIPAL

The position of Principal will become vacant in July 1982, following the retirement of the present Principal, Mr. G. W. Muir.

Kuring-gai College is a multidisciplinary institution of higher education situated in the northern Sydney suburb of Lindfield. The College is of outstanding modern architecture and is surrounded by 22 hectares of natural bushland overlooking the Lane Cove National Park.

The College offers a wide range of courses in the areas of financial and administrative studies, library and information studies, recreation and community studies, teacher education and practical legal training. In addition, a number of centres have been established for consulting, research and extension activities, including a centre for community education. The College employs approximately 200 academic staff, and has an administrative staff of approximately 150. There are currently 3,200 students enrolled in eight undergraduate courses and nine postgraduate courses.

The Principal is the chief academic and administrative officer of the College and is responsible to the College Council for the effective governance of the College and for promoting the College's interests and furthering its development.

Applications are invited from persons with appropriate qualifications and experience and should be forwarded by 30th October 1981 to:

The Chairman of Council,
Kuring-gai College of
Advanced Education,
P.O. Box 222,
Lindfield, NSW, Australia 2070.

Applicants should provide the names of at least three referees.

Further information about the position and detailed information about the College may be obtained by writing to the Chairman of Council at the above address.

All enquiries, applications and referee reports will be treated in the strictest confidence. The College reserves the right to appoint by invitation.

**North Brisbane College
of Advanced Education
Queensland, Australia.**

Department of Community Studies SENIOR LECTURER IN RECREATION (TENURABLE)

In 1981 the College commenced a program leading to the degree of Bachelor of Arts (Recreation Administration). It is now seeking to appoint a Senior Lecturer to assume responsibility for the continuing development of this program.

Applications are invited from highly qualified academics and professionals with a demonstrated expertise in one or more of the specialised areas of recreation, and with a broad appreciation of the philosophy of recreation and its ongoing importance in the contemporary world.

Candidates should possess relevant postgraduate qualifications, preferably at the Doctoral level. Previous administrative experience would be advantageous.

It is anticipated that an appointment will be made at the level of Senior Lecturer II (\$Aus. 26,593 - \$Aus. 28,474), though in the case of an outstanding applicant consideration would be given to an appointment as Senior Lecturer I scale (\$Aus. 29,101 - \$Aus. 30,995).

Application forms and further information are available from:

The Registrar,
North Brisbane College of Advanced Education,
Post Office, Aspley, Queensland, 4034,
AUSTRALIA

Telephone: (07) 283 6222.

Closing date for applications October 30th 1981.



THE NEW SOUTH WALES
INSTITUTE OF TECHNOLOGY
SYDNEY, AUSTRALIA

HEAD OF SCHOOL

SCHOOL OF HUMANITIES
AND SOCIAL STUDIES

The New South Wales Institute of Technology is established to provide a wide range of courses at professional level for those wishing to enter or already employed in industry, commerce or government. Its campus is close to the central business district in the city of Sydney.

The School of Humanities and Social Studies has two principal functions. It offers a course leading to the degree of Bachelor of Arts (Communication) which is intended to prepare students for professional work in such fields as Film, Radio, Television, Journalism, Writing, Public Relations and Advertising. It also offers subjects in the fields of humanities and social sciences to students in other faculties in the Institute. For these purposes it offers courses in various areas of communication, psychology, sociology, media planning and production, film and literature, social history, politics and philosophy. A number of post-graduate students are also supervised by members of the academic staff.

The School operates a Media Centre to provide basic technical skills in media planning and production and to offer appropriate opportunities for project work for advanced students.

A person is sought, who being appropriately qualified, can provide academic leadership for the School generally, and also in the field of communication, and in his or her particular discipline. The person should have an understanding of and capacity to conduct the administration of a School covering a wide range of disciplines and viewpoints. The School at present the only one in the Faculty of Humanities and Social Sciences, and, upon his appointment, the successful applicant will be appointed Dean of the Faculty for a period of five years. Since much of the work of the School is directed toward preparation for professional work, experience in such work obtained either directly or by acting as a consultant, will be considered relevant.

The Institute reserves the right to fill the position by invitation.

The Council of the Institute has established a Search Committee to help find suitable candidates for the position of Head of the School. The Search Committee would appreciate advice, which will be treated on a confidential basis, as to persons who may be thought suitable for appointment. Advice may be forwarded direct to the President, Dr R. L. Werner, via the address below.

The position carries with it a salary of \$441,509 p.a. Superannuation is available as is a Housing Loan Scheme. Fees and a contribution towards removal and initial accommodation expenses are available to an overseas appointee. With consent of Council, the appointee will be allowed a limited right of private practice.

The President of the Institute, Dr R. L. Werner, will be available in London for preliminary enquiries from 5-22 September and arrangements may be made for an interview by telephoning either Miss M. Chaloner or Mr R. McLeod. 01-839 6551.

Applications should be forwarded to reach the address below by Wednesday, 24 September, and should include full details of academic and professional work. The names and addresses of three referees, from whom confidential reports may be obtained, should be included.

The Official Secretary,
N.S.W. Government Offices,
65 Strand,
LONDON WC2N 8LZ

Printed information on this position, and on conditions of employment generally, is available on request from the above address.



THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY Sydney, Australia VICE-PRESIDENT

\$A43,471 p.a.

The New South Wales Institute of Technology is a corporate institution of higher education established in 1966 to provide a wide range of programs for those wishing to enter or advance in professional work. The governing body of the Institute is the Council, which is composed of members nominated by the Ministry, members elected by staff and students and ex-officio members. The President is the chief executive officer of the Institute.

The teaching and research work of the Institute is carried on in seven Faculties, namely: Architecture and Building, Business Studies, Engineering, Humanities and Social Sciences, Law, Mathematical and Computing Sciences and Science. In 1981 some 8,500 students were engaged in studies leading to Bachelor's and Master's degrees and the award of Graduate Diplomas.

The Council now invites applications for appointment to the position of Vice-President of the Institute. The Vice-President will be responsible for the areas of:

- Academic planning;
- course implementation and review; and
- educational research and library and computer centre

within the Institute. Additionally, he will assist the President in the administration and development of the Institute and will deputise for the President in the latter's absence. It is anticipated that applicants will possess high academic qualifications and will demonstrate competence in tertiary educational administration at an appropriate level. A close appreciation of the needs of modern industry and commerce would be expected.

The President of the Institute, Dr R. L. Werner, will be available in London for preliminary enquiries from 5-22 September and arrangements may be made for an interview by telephoning either Miss M. Chaloner or Mr R. McLeod. 01-839 6551. The closing date for applications is 24 September 1981.

Applications should be lodged by Monday, 7 October 1981, at the address shown below and should include the names and addresses of three referees from whom the Institute may obtain confidential reports.

The Agent-General,
N.S.W. Government Offices,
65 Strand,
LONDON WC2N 8LZ

UNIVERSITY OF NATAL
DEPARTMENT OF DIVINITY
PIETERMARITZBURG

Applications are invited from suitably qualified persons regardless of race, religion, race, colour or national origin, for appointment to the post of SENIOR LECTURER

LECTURER

The successful candidate will be responsible for organisation and teaching of courses at both undergraduate and Honours levels in the fields of other New Testament and History of Religion. Ability to assist with teaching of other fields in the study of religion will be a recommendation. The salary will be in the range:

Senior Lecturer: R10 200 - R10 230

The commanding salary will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual bonus equivalent of 8% of one month's salary is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on full appointment are obtainable from Miss J. Lloyd, South African University Office, Chichester House, 276 High Holborn, London WC1V 7HE, who will also provide information on the post. Forms must be lodged not later than 30th September, 1981, quoting reference PNB 55/81.

Miss Lloyd's telephone no. is 01-242 1786 or 21-406 9834.

Colleges of Higher Education

RESEARCH OFFICERS

Applications are invited from suitably qualified persons for the following posts which are one year appointments.

SCHOOL OF INFORMATION STUDIES

The Research Officer is required to participate in a research project into the Portfolio Behaviour of the major UK non-bank financial intermediaries. Candidates should be graduates in Accounting and/or Economics or related subjects.

SCHOOL OF NAUTICAL STUDIES

The Research Officer will be involved in a project to investigate the production of computer generated images to display information obtained from sonic fishing and electronic navigation aids as a composite picture on colour video monitors. Applicants should possess a degree in electronics and have experience in the use of microprocessors and colour monitors.

SCHOOL OF ELECTRICAL ELECTRONIC AND CONTROL ENGINEERING

To assist in the design and development of control systems using microprocessors to such as the control of transient conditions in electrical machines. Applicants should possess appropriate graduate qualifications.

The salary for the above posts will be £5,034 per annum. Application forms and further details may be obtained from

The Personnel Officer
Hull College of Higher Education
Inglemire Avenue
Hull HU6 7LU
Tel: (0482) 448506

Hull College of Higher Education

Research

GLASGOW
UNIVERSITY OF
Department of Social and
Economic Research
RESEARCH IN HEALTH
SERVICE INDUSTRY
RELATIONSHIP
MANAGEMENT

This post arises out of a

GR12 grant to Professor Dunlop and Dr P. B. Beaumont to study the development and operation of the personnel management service in Scotland. The post

Research Officer will be in the Research Department, Glasgow, on a full-time basis for two years, starting in January 1982.

Applicants should have a degree in a relevant subject, preferably in the social sciences, and should have experience in research in the field of personnel management.

Applications (3 copies) containing full details of relevant qualifications and experience, should be sent to the Personnel Officer, Department of Social and Economic Research, Glasgow, 100 George Street, Glasgow G2 7HT, from whom further particulars of the post may be obtained. Closing date: 19th September 1981.

Write quoting ref. A191 for further information and an application form, please first class to: Personnel Officer, Glasgow Polytechnic, 111 Chalmers Street, Glasgow G4 7RN. Closing date: 11 September 1981.

MIDDLESEX
MIDDLESEX POLYTECHNIC
RESEARCH APPROPRIATE
(External) Council

One year fixed term appointment on a part-time basis (20% of full time) starting 24.08.82 £2,650 p.a. inc.

A Researcher is required to work under the direction of Dr Elizabeth Goudreau on a project in the area of linguistic children's language development in multi-cultural educational and, preferably, have had some teaching experience.

This three year project is concerned with the preparation and development of reading materials based on stories, legends and customs of ethnic minorities. It will involve working with community groups and with children in school. Familiarity with multi-cultural work, knowledge of language variation and development, and experience with transcribing language are essential. Applicants should be able to work as part of a team and accept overall direction, but be able to show initiative and self reliance in relation to conducting and planning the day to day work of the project.

The project will be based at the Polytechnic's Trent Park site.

Write quoting ref. A191 for further information and an application form, please first class to: Personnel Officer, Middlesex Polytechnic, 111 Chalmers Street, Glasgow G4 7RN. Closing date: 11 September 1981.

Research continued

BUCKINGHAM
THE UNIVERSITY COLLEGE
RESEARCH OFFICER IN
ECONOMICS

Applications are invited for the post of research officer, in the School of Economics. The successful candidate will be for one year or two years from 1st October 1981 or an annual salary of £5,034 p.a. inc.

The successful candidate will be involved in a project financed by the Anglo-German Foundation for the Study of Industrial Society into the costs to industry of compliance with government regulations in the BRD and the UK.

Applicants should have an honours degree in economics and excellent written and spoken English. Proficiency in German and/or French would be advantageous.

Salary in the range £3,719 - £4,282, according to age and experience.

Further particulars and application forms from: The Secretary, School of Economic Studies, University College, 111 Chalmers Street, Glasgow G4 7RN.

MIDDLESEX
MIDDLESEX POLYTECHNIC
RESEARCH FELLOW
IN
READING MATERIALS FOR
MINORITY GROUPS

£6,462-£8,250 p.a. inc. Three year fixed term appointment.

Externally funded from All Saints Educational Trust.

A Research Fellow is required to work under the direction of Dr Elizabeth Goudreau. Candidates should possess a research degree in an area of linguistics, children's language development or multi-cultural education and, preferably, have had some teaching experience.

This three year project is concerned with the preparation and development of reading materials based on stories, legends and customs of ethnic minorities. It will involve working with community groups and with children in school. Familiarity with multi-cultural work, knowledge of language variation and development, and experience with transcribing language are essential. Applicants should be able to work as part of a team and accept overall direction, but be able to show initiative and self reliance in relation to conducting and planning the day to day work of the project.

The project will be based at the Polytechnic's Trent Park site, while Trent Lane, London N17 8AR.

Write quoting ref. A191 for further information and an application form, please first class to: Personnel Officer, Middlesex Polytechnic, 111 Chalmers Street, Glasgow G4 7RN. Closing date: 11 September 1981.

Would subscribers

to the

TIMES HIGHER EDUCATION SUPPLEMENT

In future
please direct
all correspondence
and enquiries
to:

Times Newspapers Limited

Supplements
Subscription Manager
Oakfield House
35 Perrymount Road
Haywards Heath
West Sussex RH16 3DH

Official Appointments

ECONOMIC POLICY GROUP Senior Economic Policy Assistant (3 POSTS)

£14,622 to £16,158

The Greater London Council is developing its role in stimulating London's economy. To assist it to become an active and major force in regenerating both employment opportunities and their economic base, an Economic Policy Group is being established.

Under the direction of the Chief Economic Adviser, the Senior Economic Policy Assistants will contribute to the preparation of (and the monitoring of performance against) the London Industrial Strategy and the London Manpower Plan - the keystones of the Council's approach to reversing the crisis of urban decay. They will also assist in the identification of major policy options and in the development of innovative approaches to the achievement of policy objectives.

Working in conjunction with those organisations sharing concern for stimulating economic development (including borough councils, trades councils, and workplace groups) and with the Council's research and intelligence staff, each Policy Assistant will concentrate upon the needs of particular sectors, areas or industries.

While academic qualifications will be regarded as an important factor, significant emphasis will be placed

upon practical experience. Those appointed to these key positions will probably have had substantial experience of a relevant industrial or economic nature in at least one of the following areas:

- local authority (or other public agency) industrial development
- nationalised industries
- co-operative development
- trades unions
- management of productive enterprises
- academic work

They will be able to demonstrate track records of achievement in the industrial and economic development sphere.

The salary indicated is currently under review and includes London Weighting Allowance. These appointments may be made on a fixed term contract basis for a maximum of four years.

For an application form, which must be returned by 11 September 1981, and further details write to Senior Officer Appointments, Ref MP/TH, Greater London Council, Room 334a, The County Hall, London SE1 7PB, or Telephone 01-633 7230/6665.

GLC

Working for London

Director-General's Department

General Vacancies

Management Training

An exceptional opportunity for Lecturers in Finance and Accounting

STANDARD CHARTERED BANK is Britain's largest independent international bank and employs a large staff in over 1500 branches throughout the world.

An important concern is to ensure the development of the Bank's managers to enable them to handle even more successfully the increasingly onerous and complex demands of global banking.

The staffing requirements for the current management training programme are such that two additional tutors are needed to contribute substantially in the areas of finance and accounting. They will have extensive experience of academically well-disciplined yet practically based lecturing at a business school, university or similar institution of good standing.

Their backgrounds could include chartered accountancy qualifications and experience or embrace economics or econometrics, and they will be expected to range widely over aspects of financial planning and control, the interpretation of financial data, statistical applications, techniques of investment appraisal, and

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Don's diary

Sunday

Today promises to be atypical. Instead of spending a prolonged period reading *The Sunday Times* and catching up on a mountain of correspondence this atheist has been called to church. I make my way by tube to Finsbury Park where I am met by my girlfriend, a deacon of the Newcourt Eilm Pentecostal Church. On arrival I am struck by the congregation which is a real advertisement for the potential of multi-racialism, a bewildering mixture of West Indians, mostly female, Ghanaians, native whites and subtle gradations in between. There is none of the hushed reverence to be found in the established churches. Instead, friends chatter, run up and down the aisles and babies cry. Hymns are sung (really sung) to the accompaniment of guitars and drums, voices and instruments vying to drown the sound of the other.

Monday

This is the week when I'm lured into a false sense of financial security. Having cashed my giro cheque I can allow myself the luxury of forgetting that my dole must last two weeks and not just one. When I'm down to my last fiver at the beginning of next week I shall have to do penance for my profligacy. Surely this is one of the most unpleasant things about being on the dole - it makes you obsessed with money. While eschewing monetarism as a remedy for our national economic malaise there is no doubt that necessity has made me a most ruthless spending cutter in matters of personal finance. (Britain might have regained a certain creditworthiness with the IMF but I am persona non grata with my local branch of Nat West).

The day is spent completing these tasks I promised to do over the weekend. (It must be tempting for those in work to imagine that prolonged unemployment is like a perpetual weekend - it is not. Monday morning sickness I find all the more acute with no train to catch and office to enter.) I start applying my grey matter to the task of devising reasons why I want a particular job that I wouldn't normally touch with a barge pole in more propitious circumstances. I find the art of trying to make myself indispensable to potential employers quite infuriating: their application forms leave so much space which begs to be filled. The tediousness of some of my remarks has clearly failed to impress as over 150 failed job applications would appear to testify.

Tuesday

Around to my local newsagent in great haste to collect my copy of *The Guardian* (I refuse to forgo the luxury of a daily paper.) His dilapidated shop, piled high with ancient newspapers, nestles in the shadow of the west wall of Brixton Jail over which three prisoners made their escape earlier this year. It is a ghastly mid-Victorian structure, a potent reminder to all that the enjoyment of our few freedoms outside its walls is surely infinitely preferable to life within.

It is not yet nine o'clock and I'm well into my fourth cup of tea. I comb the pages of the *Education Guardian* in vain seeking posts which do not require a PhD in polymer technology and solid state physics. At least the quick crossword is easy today. I decide to put my typewriter, groaning with the strain of inactivity, to work on an article which I am helping a former colleague to write. Inspiration is slow in coming so I drink another cup of tea (surely the claimant's dearest friend). Suitably caffeinated, my thoughts return to the matter in hand.

Wednesday

I stroll to Brixton to survey the aftermath of another round of urban

disorder. (It is difficult to avoid a sense of perverse pride living in a place which is the object of so much media attention. Friends living in the provinces imagine that you are under constant threat of being mugged or having your house burned down.) The place is undoubtedly a mess with a number of large stores completely boarded-up, the only access afforded through hatch-like apertures. And yet I'm left to ponder why Marks and Spencer got off so lightly while Woolworths did not: why the windows of the next door Abbey National are smashed? One local trader has managed to salvage an element of humour from the otherwise depressing situation by making a plea to potential looters: WHY STEAL IT? he has written in bold letters on a boarded-up window referring to his depleted stock of jeans. - IT'S CHEAP ENOUGH TO BUY.

Thursday

Crippled with boredom and lacking inspiration I decide to revive flagging spirits by a walk to Dulwich about two miles away. The walk itself through streets of unimpressive, if increasingly well kept, late Victorian houses has little to recommend it. However, on arrival at Dulwich Village one could be forgiven for thinking that South London's answer to Hampstead was located in rural Kent or Surrey rather than within a short bus journey's reach of a deprived inner city borough. My real object in coming here is to pay one of my many annual visits to the Dulwich College Picture Gallery, the first privately owned gallery to be opened to the public in this country.

Friday

I struggle to the laundrette with two weeks accumulation of dirty washing. Inevitably I find myself the only male in the place, something I am no longer self-conscious about. Women of all hues, from pasty white to mahogany brown, attend efficiently to the task in hand keeping a watchful eye on their lively broods. I observe the scene from behind back issues of *New Society* and *THES* and curse myself for forgetting to add the fabric conditioner to the final rinse.

On my return home hopes are raised by the presence of two envelopes, one buff, one white, which have arrived by the second post. Am I wanted? Their consistency coupled with the second class postage are enough to tell me that they are not worth opening. The rest of the day is spent finishing a particularly good book and ends on a satirical note listening to my favourite radio programme *Week Ending*.

Saturday

My girlfriend arrives at the crack of dawn from north London, her car stocked with goodies for a picnic in Kent. I reflect on how gratifying it is to wake early and meet the morning with the prospect of a fully planned day ahead. Even the absence of my mail has failed to dampen my child-like enthusiasm for a day on the North Downs.

On returning to my bed-sit in the early evening we settle for a light dinner supplemented by a bottle of Beehive Nierstein. There are days when I'm able to forget the indignity and financial strictures imposed by unemployment and today has been just one of those days. Next week it is back to counting the pennies.

Roderick Goodyer

The author was formerly research assistant and part-time tutor of politics at the Polytechnic of Central London and has been unemployed since July 1980.

A valuable asset that's not for sale



William Taylor

I picked up a couple of asides recently from undergraduates on arts and social science courses about the small number of timetable hours in their programmes. One claimed that in his last year he had a total of three assigned hours per week. Another commented that next year's course was really heavy - five hours weekly of lectures and classes. Perhaps both were exaggerating for effect, although it didn't sound like it.

Neither student appeared to be complaining about having been sold short. Why, then, did their remarks stick? After all, having an undergraduate often regarded lectures and classes as unnecessary diversions from serious library work, and as an academic having inveighed against over-teaching and excessive timetableing, why should I feel troubled?

One reason was a suspicion that in the current climate some of our cost-cutting politicians would have been delighted to have been within earshot. Such remarks sit well with prejudices about the low productivity of higher education. More significantly, the undergraduates' comments set off a train of thought about how current policies on fees may alter traditional relations between student, tutor and institutions, and in a manner perhaps incompatible with the purposes of higher education. Full cost, even higher cost, fees encourage a spirit of consumerism that may at first be merely astringent, but which could rapidly erode relationships that are properly founded on other than commercial criteria.

The couple whose remarks I heard were home-based undergraduates. Their fees were no doubt paid direct by their L.E.A. Presumably they have little sense of having paid a price for a product. But not all their contemporaries are in this position. Many postgraduates, overseas students, part-timers, now pay their own way. Even when sponsored or supported by local authorities, foreign governments, international agencies or firms, such students often settle personally by cheque or by cash. (Exponents of the cashless economy would be surprised at the number of used currency notes that pass across finance office counters at the beginning of an academic year.) As the sums involved get larger, so many awareness of what does and what does not constitute value for money.

It is not only students who are beginning to pay attention to such matters. A senior academic avowed recently that with the staffing ratios and other constraints with which he has to contend next year in his own institution, he is no longer confident of being able to deliver £2,500 of educational services to those who enrol from overseas. Until a year or two ago such language would have produced a fastidious shudder among those who guard the academic virtues. The academic equivalent of murmuring that a client might like to have a word with receptionist or proposed changes in the 1944 Education Act.

For years now adult education has suffered from the obsolete and misleading terms of sections 41 and 42 of the Act which require local education authorities to provide "adequate facilities" for further education in their area.

Adult education groups firmly believe that the Act, soon to be 40 years old, clearly intended adult education to be provided and supported from public funds.

During the last two years of particularly heavy reductions in public spending adult education has been considering amendments to the Act which would make it the clear duty of every authority to provide adequate further, adult and continuing education of the public purse.

This would mean providing full and part-time vocational, general social, political, cultural and recreational education for anyone over compulsory school age who wanted it. Now the Government itself is eager to bring the law up to date and introduce a new Education Bill. However, although broad agreement has been reached with the local authorities on amendments affecting the education of 16-19 year olds and the youth service, the L.E.A.s are reluctant for the Government to make it a duty for them to provide adult education.

This is confirmed in the report of the Joint Further Education Legal

clerk on the way out, used to be a polite enquiry as to whether the student has seen the registrar or finance officer on the way in. But anyone who has had to cope with dissatisfied students, or with sponsors who want reasons, not excuses, why their inconveniently spared and/or expensively transported nominee failed to stay the course or turned out a poor performer at the end of it, knows that "value for money" and "the delivery of educational services" are no longer terms restricted to the commercial end of the educational business, or to the text books of educational technologists.

Discussion about fees have been going on for years. It certainly did not start with the overseas fees issue. Much has been written and said about the gains in freedom and autonomy that come from institutions collecting a higher proportion of their funds from direct fee payments, and about the costs and benefits for the individual in terms of income foregone and career opportunities enhanced. Very little attention has been given to what students themselves are handing over all those hundreds or even thousands of pounds at the beginning of the year, believe they are paying for.

Is it a certain number of hours each week of lectures, classes and tutorials? Obviously not. The undergraduates with their allegedly light timetables did not appear to be guilty of such over-simplified thinking. But it would have been different if their registration had depended on cash-across-the-counter?

Credentials are not available for purchase. But what if the number and quality of the lectures and classes and tutorials and supervision was so small, and the contacts with the people from one hoped to learn so fleeting and transitory, and the resources of the library so inadequate,

and the efficiency of the administration so low, and the counselling service so useless (and the VC's car so trim) that the possibility of acquiring and demonstrating the knowledge and skill requisite to the achievement of the credential was seriously and unreasonably diminished? What redress should the student consumer possess in such circumstances? Who will judge the adequacy of the product in relation to its description and the price paid?

This is to apply the language of consumerism to an activity for which it is inappropriate. A good education is more than just a product. Fortunately most of us are not criticized for or called upon to defend the quality of what we are offering in such terms. We are rightly cautious about attributing specific payments to the provision of specific services, recall reading somewhere of a college in the United States experimenting with the principle of competency based education, which charged fees for each module of each unit of the course. Every set of materials, every assignment and test had a price tag attached. Only when competency in each element had been achieved, tested and validated could the student buy entry to the next stage. Not, I suspect, something that is likely to catch on over here.

If in an age of full-cost and high-cost fees, consumerism is to be kept at bay, then we have to ensure that those who, directly or indirectly, contribute to the cost of their studies are as far as possible satisfied with the opportunities they receive.

Commercial metaphors, encouraged by the current economic climate, are seductive but dangerous. Fees need to be seen as the price of membership, not for services or credentials. Membership income is used to support the institution as a whole. All members have a right to the fullest information about how an institution uses its income. Members' opinions on such matters as variable loads, contact hours, library facilities, the quality of lecture facilities need to be raised and resolved where possible at the level at which they arise.

Academic staff training has to acquire the credibility and respect that it lacks at present. Harassed administrators have to check their late afternoon irritation with the staff seeking information prominently displayed on the main notice board by the past fortnight.

All in all, the best way to avoid the consequences of consumer orientations to education is to ensure that our fellow members are sufficiently satisfied with their experience not to wish to press for more commercial assumptions. The beginning of the academic year is a fitting time for good resolutions. Perhaps this deserves to be among those for October 1981.

Basis Group which was published shortly before the summer vacation. The nub of the local authority argument is this: if they are reduced by law to provide adult education they will have to introduce higher fees to pay for it. If they do have a power to provide a restricted service to run a restricted service, which is not beyond most people's means.

The reaction of adult education groups has been vigorous to put it mildly. To start with, they were not even aware of the discussion, let alone the rift, until shortly before the report came out.

As details of the talks leaked out, the demanded immediate compensation on the proposed changes to some members of the Advisory Council for Adult and Continuing Education even threatened to resign.

The law was watered down. If the Government does not pressure from the local authorities will be guilty of making an education distinction between those aged 16-19 and those over 19.

It has now reached the stage where ACACE pointed out the future of the adult education service has to be decided by the permanent officials of the peer review system. As it is being lumped together as "the education" it is somewhat dangerous to

LETTERS TO THE EDITOR

Bridging the engineering gap

Sir, - Some comment on John Warren's piece, "Bridging the Engineering Gap" (*THES*, July 31), is called for. First it may be noted that most of the "new divisions of knowledge" (missions) commended in the article already exist as distinct established disciplines. For example, the Institute of Chemical Engineers has been established for around 60 years and is a major institution of the CEI. There are also 25 degree-granting departments in the discipline recruiting over a thousand students per annum. Relatively few representatives of these "new divisions of knowledge", who might have been expected to make a major input to the Trent conference, were invited to attend.

The reference to teaching and assessment style is not relevant to the new degree proposals. It is quite possible radically to adjust the balance within existing course syllabuses. The question of course content falls into four parts: i) How finely do we define our division of knowledge (what discipline are we teaching)? ii) What is the balance that we strike between theory (understanding of the underlying science) and practice (familiarity with codes of practice, accepted rules of thumb, and manipulative skills)? iii) How much knowledge is given (length of course)? iv) What do we call the qualification?

On the question of division of the field of knowledge, I would argue against further major fragmentation. Even a well-known discipline, like chemical engineering, recruits from the average school, only one student every five years. More specialist disciplines although backed by important areas of industry have difficulties in communicating adequately with schools in order to recruit the best school-leavers. A project approach, with existing divisions of know-

ledge, gives adequate scope for studies in depth whilst integrating, and applying practically, well-defined areas of engineering science.

On the balance between practice and theory, we should be quite clear that, within a fixed course length we can increase one only at the expense of the other. Eliminating the underlying science from an engineering course is akin to eliminating grammar from a language course. It can be done, but it increases the total special cases have to be learnt separately, which would otherwise have followed from an understanding of the basic science. Engineering rules of thumb are also questionable when the relative costs of energy, raw materials, etc. alter by orders of magnitude. Currently many design procedures are having to be rethought from first principles.

In considering the balance of course content, we have to be guided somewhat by national tradition. North American degrees are traditionally less theoretically orientated than our own, and Continental degrees traditionally more theoretically orientated. In both cases engineers progress to the most senior positions in industry and are effective innovators. Perhaps the educational recommendations of the Finlayson Report were the least important and, exercising our typically British ability to avoid facing the real problems, we have concentrated our energies almost exclusively on restructuring the educational formation of engineers, rather than restructuring society's attitude to professionalism and excellence.

In judging the length of courses we can again only be guided by tradition. We are then only left with what we call the qualification. There is a

price that is charged. As the report says, there are various ways in which support can be given: it is to be hoped that those involving some kind of subsidy (all too easily hidden, or available to some and not to others) are firmly rejected.

The second point goes beyond the question of journal publication to include specialist books. It is perhaps not always fully appreciated by the scientific community just how chancy is the business of publishing specialist books. The commercial publisher, therefore very properly looks to the journal side of the business to provide the stable income on which to build specialist book publishing. In these days of the so-called information explosion this part of scientific publishing is every bit as important as the publishing of journals.

The Royal Society study was quite right to accuse scientists in general for having taken for granted the matter of publication of work. But more seriously the cheapsheeting attitude taken towards the costs of publication and distribution is quite illogical; such costs seldom represent more than a tiny fraction of the cost of doing the work, yet without its proper reviewing and publication it might as well not have been done. To so cut back the budgets of libraries that journals will be in danger of disappearing really would be a case of penny wise, pound foolish.

Yours sincerely,
G. W. HEATH,
Senior editor, Marine Environmental Research.

SSRC "bureaucracy"

Sir, - I have ploughed my way through the long short story by Ian Dutton and Robin Williams (*THES*, August 14) on what they see as the "bureaucracy" conservatism and political stance of the SSRC in the shape of finding new insights, but it would have been more interesting and relevant to their analysis of the role of the permanent officials of the peer review system. As it is being lumped together as "the education" it is somewhat dangerous to

Publications data

Sir, - Paul Flather's emphasis on the one-in-four academic political scientists who do not publish ("Low Publication Figures Revealed", *THES*, August 7) is curious in view of the high number of publications produced by the majority of the profession. The publications data produced in my report indicate that 93 per cent of university and 45 per cent of polytechnic politics staff publish. As many polytechnics' conditions of service do not involve a commitment to publish, the data are more realistically regarded as an indication of very high productivity levels by academic political scientists.

In addition, Mr Flather introduces a factual error when he writes that "four out of five polytechnic lecturers have never held any postgraduate or research grants". The figure clearly refers to research grants only.

I suggest that readers interested in what my report on "The Profession of Political Science in Britain" actually says should order a copy (from the Centre for the Study of Public Policy at Strathclyde University).

Yours faithfully,
J. LOVENDUSKI,
Senior Lecturer in Politics,
Loughborough University of Technology.

North and south

Sir, - I much enjoyed the article by Laurence Kilham (*THES*, Aug 21). But why is this article dealing with north and south in England described on your front page as discussion the split between north and south in Britain? For years, indeed generations, we have had to put up with the arrogance that calls Britain England. Are we now also having to learn to accept England on its own as making up Britain?

Yours faithfully,
JOHN J. LAWRIE,
51 Clivock Road, Banstead.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them, if necessary.

Employment of graduates

Sir, - Recently, (*THES*, July 31) you quite rightly pointed out that a university's performance in the job league table is influenced by the balance between the number of students which it has studying each subject and how choosy its graduates are when looking for jobs. The picture that was painted of large numbers of graduates agonizing for months because they feel a worthy of their education seems improbable but perhaps it is true. Why is more detailed information on the long and short-term employability of graduates from individual departments not available so that we can all see the truth of the matter?

To illustrate your argument you made an invidious comparison between a traditional department with high academic standards and a reputation for excellence in research and a department offering mainly vocational sandwich courses. It was assumed that the latter had lower academic standards and a poor reputation for research. High standards mutually exclusive. It might have been a more useful and relevant exercise had you assumed both these hypothetical departments to be of equal quality. It would have certainly provided a more accurate impression of the nature of Salford University's defence campaign. You went on to conclude that because it has performed badly over the past 25 years, British industry is a bad judge of graduate quality and, in any case, probably prefers mediocrity and conformity to intelligence and creativity.

Graduates, it seems, are better assessed by a small, selected, unrepresentative collection of academic dinosaurs using secret criteria and unpublished data. While you were so arrogantly denigrating the collective competence of industry it might have been as well to consider that, if it has performed badly over the past quarter of a century, it has presumably done so mainly under the management of pre-technological university graduates, so, if it is healthy industry we want, perhaps it is the UGC which has been getting it wrong all these years.

Perhaps I have made a terrible mistake, perhaps I should have followed the example of several of my colleagues, some of them less qualified than myself, and gone to a more favoured university, but until I have seen the evidence how can I judge? What is the UGC so afraid of? Why does it not make known its criteria and publish all its information? Perhaps it would find that the academic establishment, the general public and yes, even industry, might have something intelligent to say.

Yours faithfully,
MICHAEL READING,
Research Student, Salford University.

Accountability

Sir, - The Association of University Teachers' commitment to public accountability for the University Grants Committee is not new. As Andrew Pearmain's union view suggest (*THES*, August 14).

In 1979 AUT Council agreed we should, to quote our policy paper, "press for the UGC's confidential advice to the Government and the universities, and the reasoning behind it, to be made public. If the advice is sound it should stand up to scrutiny; if it is not it should be exposed to criticism".

Andrew Pearmain is right to draw attention to the significance of the newly established Education Alliance and the need for all of us to work through it to restore support for the education service across the spectrum. We also need, as a matter of urgency, a coherent policy for higher education: successive and massive expenditure cuts and apparently arbitrary and expedient decisions taken without proper discussion or arguments, are no substitute.

Yours faithfully,
TINA DAY,
Assistant general secretary of the AUT.

Union View

Not such an ugly duckling after all?

There are more than 20 institutions in Scotland which are engaged in advanced further education and which receive their funds directly from the Scottish Office. They comprise the "Central Institutions" as such and the colleges of education and agriculture. The regional education authorities maintain about 50 FE colleges, of which perhaps 10 to a significant amount of advanced work. Thus, in contrast to England, the bulk of advanced FE in Scotland is already under central control.

There is a further contrast between Scotland and England. The Scottish staff unions by and large support the idea of central government control. The regional authorities, like their English counterparts, wish to control the entire tertiary education field and have invited the Secretary of State to transfer to them the institutions he maintains. However, in Scotland, the Secretary of State has still to issue his "green paper". He is still waiting for the advice of his statutory advisory body, the Tertiary Education Council. Many of us had feared this body would hatch a real ugly duckling with no fairy tale ending. But the latest rumours are more encouraging and suggest that something much more like a swan will emerge.

It has not escaped our notice that our friends in Natfhe have opposed the DES proposal to "take over" advanced FE in England, and have taken the view that the local authorities serve as a kind of riot-shield against the anarchic assaults of this Government. But recent events in

ALSCI

Lothian Region have made such shields look as thin as the paper of Parliamentary writ.

Our experiences have made us more concerned with what we consider more perennial, intrinsic structural problems. We have watched the orderly provision of advanced education disrupted by inter-regional rivalries, and by political (not educational) bargaining between the Scottish Education Department and powerful regional councils. We have seen our colleagues under regional control suffer from the insistence that courses which look to international horizons be supported solely by systems and bureaucratic values developed in response to the immediate needs of local industry and commerce. We have grown resigned to the spectacle of civil servants emerging from their private enclaves to tell us what is to happen in central institutions.

But, despite the rhetoric of accountability and comprehensiveization, re-structuring under exclusively regional control would be a retrograde step. What ALSCI would like to see is a body with a national sphere of authority able to rise above both local myopia and localized ambitions; a body distanced from the staff of the Scottish Education Department, and making its evidence, its analyses and its conclusions available for public scrutiny and debate; a body whose judgments will, within constitutional limits, be binding on the Secretary of State but whose members will not be appointed by him, but by all the groups, agencies and institutions which provide and benefit from advanced FE. Stated as a general ideal this can easily sound like a mythical land indeed. But imperfect ducks may fly with acceptable grace. With luck the Tertiary Education Council will produce a reasonable approximation to the ideal for Scotland. England please copy?

Jack Dale

The author is Secretary of the Association of Lecturers in Scottish Central Institutions.